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ABSTRACT

Proceedings of the 1979 conference of the North Carolina Association for Institutional Research and the 1980 Research Search Exchange Drive-In Conference Program, which address the skills needed by institutional researchers to deal with the issues in higher education in the 1980s, are presented. Highlights of the North Carolina association conference are provided by Robert M. Ussery, including the following addresses: "Issues for the Eighties," by Robert Stoltz: "Responsiveness and Responsibility: The Central Issue in the '80's," by Donald Stedman: "North Carolina Funding and Enrollment Trends During the Eighties: Implications for Institutional Research," by Allen J. Barwick: "Commentary on North Carolina Funding and Enrollment Trends," by James L. Morrison, William McIntosh, and John Gamble: "EDUCOM Financial Model," by Al Jones: "The Future of Institutional Research at Colleges and Universities," by W. Archie Blount: and "Student Choice and Enrollment Information," by Robert L. Chapman. Contributed papers for the drive-in conference are as follows: "Coping with External Reporting Requirements at UNC at Wilmington," by Robert E. Fry: "Student Retention at the University of North Carolina at Chapel Hill Using the NCHED A-7 Report," by Paul D. Naylor: and "The Introduction of a New Grade System at a Public Teaching Institution: Impact on Grading Tendencies of the Faculty," by Nathaniel L. Felder. (SW)

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INSTITUTIONAL RESEARCH AND STRATEGIES FOR HIGHER EDUCATION ISSUES IN THE 1980's

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PROCEEDINGS

Seventh Annual Meeting of the North Carolina Association for Institutional Research

and the

Drive-In Conference

Charles I. Brown
and
Robert M. Ussery
Editors

Royal Villa Hotel, Raleigh, N.C.
October 31 – November 1, 1979

Ram's Club, Kenan Fieldhouse
The University of North Carolina at Chapel Hill
April 18, 1980

HE 014 284

1979 1979

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of

THE NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

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INSTITUTIONAL RESEARCH AND STRATEGIES FOR HIGHER EDUCATION ISSUES IN THE 1980'S

AND

RESEARCH EXCHANGE FORUM

	Page
PUBLICATIONS	ii
PROGRAM AND CONTRIBUTORS	iii
HIGHLIGHTS OF 7th ANNUAL MEETING - Robert M. Ussery	1
ADDRESSES - GENERAL SESSIONS	
Issues For the Eighties - Robert Stoltz	4
Responsiveness and Responsibility: The Central Issue In the '80's - Donald Stedman	6
North Carolina Funding and Enrollment Trends During The Eighties: Implications for Institutional Research - Allen J. Barwick	9
Commentary on North Carolina Funding and Enrollment Trends	
James L. Morrison	23
William McIntosh	24
John Gamble	25
CONCURRENT SESSIONS	
EDUCOM Financial Model - Al Jones	27
The Future of Institutional Research at Colleges and Universities - W. Archie Blount	29
Student Choice and Enrollment Information - Robert L. Chapman	33
DRIVE-IN CONFERENCE PROGRAM	35
CONTRIBUTED PAPERS	
Coping With External Reporting Requirements at UNC at Wilmington - Robert E. Fry	36
Student Retention at the University of North Carolina at Chapel Hill Using The NCHED A-7 Report - Paul D. Naylor	45
The Introduction of a New Grade System at a Public Teaching Institution: Impact on Grading Tendencies of the Faculty - Nathaniel L. Felder	60
CONSTITUTION AND BY-LAWS OF THE NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH	63
MEMBERSHIP DIRECTORIES OF THE NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH	67

PUBLICATIONS OF THE NORTH CAROLINA ASSOCIATION

for

INSTITUTIONAL RESEARCH

****

PROCEEDINGS

1973 - Inaugural Proceedings of the North Carolina Association for Institutional Research, (Chapel Hill), ED 122 672

1973 - The Institutional Research Practitioner: Problems, Processes and Procedures, (Charlotte), ED 098 858

1974 - Long Range Planning, Attrition-Retention and Graduate Follow-Up Studies, (Winston-Salem), ED 118 049

1975 - Enrollment Projections, (Boone)

1976 - Functional Models of Institutional Research, (Greensboro), ED 145 768

1977 - Issues/Higher Education/Institutional Research, (Asheville), ED 176 666

1978 - IR: A Look Toward the 1980's (Charlotte), and Drive-In Conference, (Southern Pines), ED 175 346

1979 - Institutional Research and Strategies for Higher Education Issues in the 1980's (Raleigh), and Drive-In Conference, (Chapel Hill)

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PROGRAM AND CONTRIBUTORS TO NCAIR'S SEVENTH
ANNUAL MEETING
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WEDNESDAY, OCTOBER 31, 1979

11:00 - 1:00	Registration and Display (Continuous Throughtout Meeting)
1:00 - 2:30	Opening General Session, Ben M. Seelbinder, NCAIR President, Welcome - Remarks - Business Session
1:30 - 2:30	Keynote Address: Robert Stoltz, Vice Chancellor for Academic Affairs, Western Carolina University "Issues of the Eighties"
2:30 - 3:00	Coke/Coffee Break
3:00 - 3:45	Concurrent Sessions A. EDUCOM Financial Planning Model, Al Jones, EDUCNET B. Future of Institutional Research, Archie Blount, NCA&T C. Enrollment Profile Study, Russ West, NCSU
4:00 - 4:45	Concurrent Sessions A. EDUCOM Financial Planning Model, Al Jones, EDUNET B. Alternative Curriculum Delivery System, H. Lynn Moretz, CPCC C. Student CHOICE and Enrollment Information, Robert Chapman, LRN
4:45 - 6:00	Extended Discussion
6:00 - 7:00	Social Hour
7:00 - 9:00	Dinner Speaker: Donald Stedman, Acting Vice President for Research and Public Service Programs, UNC General Administration "Responsiveness and Responsibility: The Central Issues of the 80's"

THURSDAY, NOVEMBER 1, 1979

9:00 - 11:00	General Session, Robert M. Ussery, Presiding Officer Speaker: Allen Barwick, Director of Research and Planning Services, North Carolina State, Office of Budget and Management "Enrollment Trends for 1980's: Impact on Higher Education and Implications for Institutional Research" Panelists James Morrison, Professor of Education, UNC - Chapel Hill William MacIntosh, Vice President for Planning, Central Piedmont Community College John Gamble, Congressman, North Carolina State Legislature

Adjournment

HIGHLIGHTS OF THE SEVENTH ANNUAL MEETING

OF THE

NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

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Robert M. Ussery, President

Fifty-nine persons registered for the Seventh Annual Meeting of the North Carolina Association for Institutional Research, held at the Royal Villa Hotel and Convention Center in Raleigh on October 31 - November 1, 1979. The theme for the meeting was "Institutional Research and Strategies for Higher Education Issues in the 1980's." Program components addressed the kinds of skills institutional researchers will need in order to deal with the issue most likely to arise during the next decade.

At the first plenary session on October 31, Dr. Robert Stoltz, Vice Chancellor for Academic Affairs at Western Carolina University, gave a keynote address on "Issues for the Eighties." He pointed out that stresses within the higher education system included declining enrollments, increasing age of the faculty, increasing percent of faculty with tenure, and increased PhD production. Questions around which differing views will emerge include the amount of federal support, the cost of reaching new students populations, the viability of "FTE" funding, the extent of quality given up in survival decisions, addition or deletion of programs, and faculty reward system. Institutional researchers should strive to provide appropriate information which describes the present, anticipates the future, and can be used to evaluate alternatives.

Following Dr. Stoltz's address, the participants attended two sets of concurrent sessions dealing with a variety of subjects as follows:

Session 1

A. EDUCOM Financial Planning Model (Presented by Al Jones - EDUCOM). EFPM is a software service available to any institution and is used for financial planning and management. The model has been used successfully at a number of institutions around the country to simulate past, current, and future financial requirements of an institution under various conditions.

B. Future of Institutional Research (Presented by Archie Blount - North Carolina A & T University). A survey of institutional researchers at the land-grant colleges was conducted to determine the major areas of concern and anticipated institutional research activity during the next decade as perceived by professional institutional researchers. Most frequently mentioned concerns included research in all areas of student affairs, establishment of accessible academic affairs data bases, directing more efforts toward institutional studies as opposed to more man hours of reporting to external agencies, enrollment in higher education, cost analysis of all academic programs, and space utilization studies.

C. Enrollment Profile Study: Looking for trends, values, and orientations in educational program areas (Presented by Russ West of North Carolina State University Department of Adult and Community College Education). This study produced information concerning profile trends of student enrollment in the Community College System in North Carolina during the 1970's. An assessment

of student enrollment factors in 1975 was compared to an assessment in 1979, indicating trends in student background, values, needs, and orientation. Such information has been useful in policy formulation, resource allocation, and program planning.

Session 2

A. EDUCOM Financial Planning Model: Demonstration (Presented by Al Jones - EDUCOM). The EFPM services are primarily accessible through on-line computer terminal. Technical aspects of procedures, capabilities, and requirements with regard to the computer modeling processes were discussed.

B. Alternative Curriculum Delivery System: Taking College to the Students (Presented by H. Lynn Moretz of Central Piedmont Community College). Current surveys indicate that 70% of adults want more learning. This population may not attend institutions of higher education in the traditional manner; and to reach them, alternatives will be necessary. One alternative might be the college production of programs which are later transmitted by cable or satellite TV to local learning centers for immediated use or storage for later use. Video recorders in homes might be used to do the same thing. In this manner, students could play the programs at will, backing up to review important points as needed. Questions would be answered by dialing up an assigned instructor at the college. The North Carolina Rural Renaissance Project is being conducted by ten community colleges and technical institutes to train staff in developing and producing audiovisual instructional modules. Currently, 150 modules have been produced and disseminated state-wide by the Department of Community Colleges.

C. Student CHOICE and Enrollment Information (Presented by Robert Chapman, President, Learning Resources Network, Durham, North Carolina). Institutional admissions activites will become more important during the 80's as a result of the declining college-age population. Effective methods of attracting students will certainly include development and production of printed and audiovisual descriptions of specific institutions and programs. The Learning Resources Network of Durham, North Carolina offers services to individual institutions in the development of such materials.

At the evening session, Dr. Donald Stedman, Acting Vice President for Research and Public Service Programs, University of North Carolina General Administration, was the after dinner speaker. His topic was "Responsiveness and Responsibility: The Central Issue in the 80's." He identified three broad issues in higher education in which institutional researchers should be prepared for involvement. These are 1) The conflict between public demand to preserve standards of quality in education and public policies in the area of equal opportunity; 2) Responsiveness to changing student populations by providing quality and effective continuing education opportunities in different modes and non-traditional forms; and 3) The development of new knowledge through research activities to sustain academic programs and produce new ideas.

On Thursday morning, November 1, Dr. Allen Barwick, Director of Research and Planning Services at the North Carolina State Office of Budget and Management, was the principal speaker with three panelists: Congressman John Gamble, North Carolina State Legislature; Dr. William MacIntosh, Vice President for Planning, Central Piedmont Community College; and Dr. James Morrison, Professor of Education, The University of North Carolina at Chapel Hill.

Dr. Barwick's topic was "Enrollment Trends for the 1980's: Impact on Higher Education and Implications for Institutional Researchers." Two important issues that will have tremendous impact on higher education in North Carolina during the next decade are greater governmental accountability to its citizens manifesting itself through tax cuts and expenditure limitations; and, demongraphic forces. The down turn in the traditional college-age population during the 1980's is certain. If higher education is to maintain current enrollment levels, it will have to attract a new type of student. Consequently, we should be exploring who these students will be, what their needs are, and for how many do we need to equip. The panelists commented on Dr. Barwick's remarks, pointing out additional factors that would affect the role and responsibilities of those in higher education and institutional research.

At the Business Session which was chaired by President Ben M. Seelbinder, Wake Forest University, the Secretary, Timothy R. Sanford, The University of North Carolina at Chapel Hill, reported that there were 90 individual memberships and 7 institutional memberships for 1979. An amendment to the Constitution was pased providing for a Special Programs Committee made up of the Members-at-Large and others as appointed by the President.

Officers elected to serve until the time of the next Annual Meeting in November 1980, were: President, Robert M. Ussery, East Carolina University; President-Elect, Timothy R. Sanford, The University of North Carolina at Chapel Hill; Secretary, Wanda B. Fisher, The University of North Carolina at Charlotte; Treasurer, Don P. Altieri, Caldwell Community College and Technical Institute; Members-at-Large, Linda F. Balfour, The University of North Carolina General Administration, Larry Elliott, Catawba College, Vietta M. Neal, Johnson C. Smith University.

ADDRESSES - GENERAL SESSIONS
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ISSUES FOR THE EIGHTIES

Robert Stoltz
Vice Chancellor for Academic Affairs
Western Carolina University

It has been often said that experience is a good teacher. So trading on my experience as an educator and as a reasonably intelligent human being, I would like to offer a brief prognosis of some of the issues that I think are going to be of critical importance to those of us in education in general and to those of us in higher education in particular.

One issue that is just dimly beginning to be recognized is how much of the support role of post-secondary education will be federal, how much will be state? For example, how will aging and deteriorating equipment be dealt with? Who's going to pick up the price tag for obselete equipment, etc? It strikes me that if we continue along the economic path of the present, a state could be in better condition at the end of this decade than the federal government because federal monies are indexed against inflation and must be paid out in social security, welfare payments, etc., whereas a state's monies are not tied to the same changes in the population curves.

Number two will be what are we going to be willing to pay to reach the new population? The translation of a continuing education course into an FTE course isn't going to reach the numbers needed to keep a steady enrollment. More capital will have to be invested for relevant programs to reach this new population as cheaply as possible.

Number three will be how viable an FTE approach will be during periods of declining enrollment. While the full magnitude of shrinking enrollments has not yet reached the proportions that it has in some of the other states, we should be mindful that shrinking enrollments occur at a much faster rate than did the growth rate. With this in mind, what is not adequately understood is that when enrollments at your institution begin to contrast noticeably, do you shrink and maintain the level of service that the public, students, and parents expect without using the old FTE notion that got you in the situation in the first place?

The fourth issue will be just what are we about in higher education? More than ever people are going to begin taking sides along the three related dimensions of outcomes, inputs and processes. Some questions they will be asking are who are your students, who do they serve, what should your mission be?

The fifth issue is are you interested in the part or the whole? Because of the Proposition 13 mentality, you are going to have to break some things down to their fundamental parts in order to understand and explain, but then you have to put it back together again and treat it as a whole.

The sixth issue will be how much quality are you going to trade for survival? Some quality elements are not critical to an institution's mission, and those trades are understandable, defensible, and reasonable. Some institutions will have to change their missions to adjust to changing clientele.

Issue seven will be what programs will be dropped? And conversely, what programs will be developed? Producing data for the justification of new higher education and curricular programs will be of the uttermost importance.

Issue number eight will be the redoing of the reward system. If your institution has 75 - 80% at the rank of full or associate professor and a large percentage tenured, what are you going to do? Financially, salary increases will not always be feasible, and personal thanks is too time consuming.

Governing boards will be the ninth issue. What are they going to be doing and to what extent? Will they be legalizing agents rather than managing agents? Who will the governing boards listen to? I hope they will listen to researchers; however, in order for this to happen, you will have to describe the present, anticipate the future, and evaluate alternatives. To do this, researchers will require an ability to organize, assemble, and recast information so it can be readily understood. Flexibility will also be of prime importance.

The final issue will be ethics. With regard to this issue I would like to mention that as we continue on into the 1980's, more emphasis will have to be placed on the ethical aspects of curriculum re-design to curriuclum re-configuration; to the matter of which programs will be retained at our institution, and those programs which will have to go; a final area is an improved ethical relationship with our trustees and legislators.

RESPONSIVENESS AND RESPONSIBILITY: THE CENTRAL ISSUE IN THE 80'S

Donald Stedman
Acting Vice President for Research and Public Service Programs
University of North Carolina General Administration

I would like to address the three major issues that I identify as the big hot spots of the eighties. In this address to institutional researchers, I would like to begin by calling to your attention that inspite of the current expanded role of the institutional researcher in our institutions of higher education, we are still a long way from being understood, accepted, and as effective as we need to be to render the kind of assistance to our respective institutions as they encounter more and more difficulties in the form of enrollment declines, public credibility and faculty tenure problems to mention but a few.

I believe that the number one issue in the 80's will be the issue of quality. We have, on the one hand, standards of quality and, on the other hand, the push for opportunity. These two major issues are on a collision course. There has to be some major resolution to these two major issues other than confrontation, and probably other than negotiation in the sense of political solutions to accommodating standards to equal opportunity, because we have the third variable that we can't measure and learn to distrust as economists and psychologists; we don't understand inflation and we don't understand how to manage an economy. However, despite these seemingly insurmountable difficulties we have to develop an educationally, academically, and politically sound solution to the fundamental issues and goals of equal opportunity and the equally fundamental drive to maintain the highest standards that we possibly can. Unless resolution of this problem is found, I see it as being a major issue for higher education in the 1980's.

A second major issue is the need to provide continuing education opportunities without weakening academic programs "on the campus". We have to reexamine the concepts and basic body of knowledge about extension, continuing education, or the external degree. We should further take a renewed look at responsibility to meet the needs of the citizens of the state and of the nation with continuing life-long learning. This means that we have to devise ways to discern alternatives models to deliver instruction that can be developed and delivered in the field without diminishing the quality of the program. One of the problems we have to deal with is our own attitudes. Many people in academia have a kind of knee-jerk smirk in relation to off-campus degree programs or external programs; we've got to look at alternative strategies for delivering instruction, evaluating instruction and assessing the effects of it. In sum, the second major issue is the issue of responsiveness: the ability to develop and deliver quality, effective instruction in modes different from the typical campus settings.

The third issue is concerned with our basic and applied research activities in the universities. Knowledge development has always been a fundamental responsibility of the community of scholars. It has been the most unique aspect of the university as an organization in our culture, and in the course of trimming budgets and in the course of competitive priority setting for new budgets, research has constantly taken a back seat. The amount of state as well as federal money devoted to the training of young people to undertake research and program evaluation careers has come to a slow trickle. We will pay for that in the course of the long haul because we will not have new ideals and new knowledge development to sustain our academic programs or nuture the inventiveness of this country, which is so sorely needed in a time when the energy crisis and other vexing environmental and social

problems are the primary concerns that are apt to continue as first priority projects through the 1980's.

Quality is a vague term and is elusive in the context of our attempts to improve teacher education or in the health professions. We've got to have effective teachers, but that is not something that can be readily defined and if you can't define it, it's hard to measure it, and if you can't measure it, it's hard to evaluate programs that produce that; or, it's hard to evaluate the effectiveness of the performance of the people who are produced. The major types of educational research activities funded by private institutions like Carnegie and Kellogg and others, who tend to be supporters of educational research and development activities, amounts to less than 2% of the total.

Investment in educational research must address two critical issues; one is, "what are some methodological and measureable approaches that could be taken in order to discern whether or not programs are effective and if you can define them". Now that is a particularly bothersome thing because we're in the midst of the quality assurance program in teacher education in the state of North Carolina. The North Carolina Quality Assurance Program is a great opportunity for us to develop and improve the methodology of training and educating teachers. We could have access to regular fresh data from the practicing educators in the field that would lead to program improvement in order to devise a regular system that would provide us with feedback on the performance, experience and effectiveness of our graduates, teachers and other educational personnel. This is the main way to go about curriculum change and program improvement on our campuses rather than to simply rely on the NTE fail rate or Bar Exam fail rates. Second, how long can we expect to deliver quality, effective off-campus instruction and be responsive unless some type of fiscal policy can be provided to support these activities? Universities who want to engage in off-campus activities can do it only on a self-supporting basis. Either faculty members must be paid on an overload basis or conned into doing it. Unless we can consider a fiscal policy as well as a set of policies and procedures regarding the development and administration to the academic programs, then we are probably not doing more than paying lip service to the whole issue of responsiveness.

As for management development, the University of North Carolina has eleven inter-institutional centers and institutes, and a variety of programs in between. However, many centers are one-half FTE staffed. We have got to look at what we're calling centers and institutes and how we're counting them in relation to our knowledge and development effort in the universities. We have increased our external support in a declining market, but our state resources for research have dwindled and many centers and institutes are without hard core funds that are required to continue or diversify and expand the needs of research and research opportunities. This is a major problem. Some should be abolished after having decided that they have met their objectives and that they have had whatever side effect they could have had on the institutions of higher education, but others are internal renewal organizations that enrich the faculty, the instructional programs, and provide an opportunity for interdisciplinary and interdepartmental programming. We need to do a very vigorous review of our research administrations, research organizations, and the centers and institutes. We have to take a hard look at ways in which we might assign priorities to state budgets to help undergird the core of these research institutes and centers and to preserve, expand, and enrich those that are effective and useful to the academic mission.

To conclude, one of the major problems in terms of management and administration is the inability to get data in the first place and then make use of it. We have to be careful to distinguish between those who want data for one stated purpose but use the data provided for another purpose altogether. The institutional researcher is in a role of having people who have access to his services and don't know how to use it, and he is also faced with people who have access to his services and have different motives for using it.

NORTH CAROLINA FUNDING AND ENROLLMENT TRENDS DURING THE EIGHTIES: IMPLICATIONS FOR INSTITUTIONAL RESEARCH

Allen J. Barwick
Director of Research and Planning Services
North Carolina State Office of Budget and Management

I. INTRODUCTION

Two important national issues that most likely will have tremendous impact on higher education (H.E.) during the next decade are beginning to emerge now. We have been anticipating both for at least ten years. One relates to greater governmental accountability to its citizens manifesting itself through tax cuts and expenditure limitations, and the other to the demographic forces that will shape education during the coming decade. Both these forces or issues have the potential of causing changes in H.E. during the 80's that could make the dynamics of education during the early 60's seem tame in comparison.

The purpose of this presentation is to explore the impacts of (1) the current national tax revolt and its influence in N.C. and (2) the national and statewide demographic forces influencing H.E. during the 80's. Both issues will establish important aspects of the planning environment for the 80's and should be of assistance in helping you to establish your own planning agenda.

II. THE POSSIBLE IMPACT OF THE NATIONAL TAX REVOLT ON N. C. HIGHER EDUCATION

A. The National Tax Revolt

It's common knowledge that the nation is facing a time in its history where the citizens are becoming disenchanted with government. Watergate perhaps has brought us into an era when trust of the various governmental systems is lower than it has been in history. Many people feel that government is no longer accountable. The rampant growth of expenditures is one factor of evidence indicating lack of response to general public mandates. Since the Second World War governmental expansions have been our largest growth industry. For example, when we compare the nation's state and local government expenditures as a percent of personal income we see that in 1948 for every dollar of personal income received by citizens, state and local governments spent 9¢ while in 1977 they spent about 21¢ for every dollar of personal income; state and local government spending has grown more than twice as fast as personal income. There is clear evidence that an increasing number of citizens no longer want government to keep growing at a faster clip than the growth in their own income. As a result, citizens are taking action into their own hands as illustrated through Proposition-13-type actions taking place all over the nation. This growing anti-government feeling which may be a part of the Watergate-type tide of skepticism is not new. More specifically, some states* have already been making similar strides prior to the California vote. For instance:

*For more details see: Advisory Commission on Intergovernmental Relations; Inter-governmental perspective, Summer 1978, Vol. No. 3, Washington, D.C. U.S. Gov't Printing Office, 1978.

(1) Since 1970 at least 14 States have placed restrictions on the power of local officials to raise property taxes; and

(2) Perhaps more importantly, such states as: New Jersey, Michigan, Colorada, and Tennessee, (and now North Carolina) have recently taken restrictive actions to check the growth of spending.

We can anticipate that more tax relief proposals, such as expanded circuit-breakers, larger homestead exemptions, tax deferrals, and income tax rebates will be competing even more intensively for state legislative support. One intent here today is to explore how this will impact H.E.

Even though most of the tax revolt is directed toward limiting local tax revenues, higher education officials in those states with such initiatives can anticipate that eventually they will be affected by spending curbs.

It appears that the California education systems is surviving the first two years of Proposition 13 with some belt-tightening. Furthermore, because of a rapidly growing economy in California they are still ending their fiscal years with substantial surplus. Jarvis and other supporters of Proposition 13 have been saying all along that the State could make such cuts and still meet essential services. If this continues to happen in California, the movement will spread at an even faster pace to other states-probably even to the South where property taxes are nowhere as high as they are in California.

Prospects for states in the South to take initiatives to limit taxes and/or expenditures, of course, depend on a variety of factors. For example actual and perceived tax burden, coupled with attitudes toward state and local expenditures are two areas that will influence the potential for tax or expenditure cuts. At least ten southern states have already taken action of some sort.

A good example of strengthening political accountability for expenditure decisions is the 1978 Tennessee constitutional amendment that restricts state spending to the growth in the state economy. The state legislature can exceed this limit by a simple majority vote, provided it follows a full disclosure procedure.

In Alabama, a constitutional amendment proposed by the legislature bears some resemblance to California's Proposition 13-limiting residential property tax rates to 1 percent of assessed value.

The Texas legislature has proposed to voters a package of constitutional amendments that would reduce annual tax revenues by an estimated $250-million.

California currently has a Proposition 4 to be voted on next week that's being called the "Spirit of Proposition 13" that proposes to limit the amount of money state and local governments may spend each year, with adjustments for inflation, and the amount the budget may increase over the previous year's appropriation level.

Lets now look at the situation in North Carolina.

B. Current Status and Prospects for Changes in Taxation and/or Expenditure Limitations in N.C.

Two gauges for assessing the potential for limitations on tax collections and/or expenditure include actual and perceived tax burden, and expenditures relative to what other states are doing.

1. Comparison of North Carolina's Tax System to that of other states.

Thus to get a feel for the liklihood of the tax reform's movement into North Carolina first it will be helpful to look at the State's relative tax burden and levels of expenditure.

Two common measures of tax burden are the amount of taxes paid per capita and the amount of taxes paid per $1,000 of personal income. The first measures the average amount of tax each citizen of the state pays, and the second relates tax payment to income. The latter is a more complete measure of tax burden.

As can be seen from Table 1, North Carolinas' total state and local government tax effort is lower than that in the average state in the nation and similar to the average Southeastern state. The tax burden of specific taxes, however, differ significantly. Citizens in North Carolina have a higher individual income tax burden, but a lower sales tax and tobacco tax burden. Similarly, N.C. has a significantly lower property tax than is typical for the average state in the nation.

Local taxes compose about 27 percent of total North Carolina state and local taxes (compared to 43 percent nationally) reflecting the relatively low local tax burden and the State's tradition of centralized taxing authority at the State level. This implies, of course that initiatives to cut taxes probably must be based in the Legislature rather than local government. Proposition 13 was basically a local issue.

How do the Citizens feel about taxes - Recent N.C. Citizens Surveys* indicate the following perceptions concerning taxes: (1) Citizens in general do not know the level of their individual tax burdens; (2) they generally feel that their tax burden is higher than it is in acutality; (3) although 48% of the respondents feel their taxes are too high, after being informed of their actual relative tax burden, 54% favor leaving the level of taxes and services the same and 11% favor increasing taxes and services. It appears that North Carolinians do not favor tax cuts at the expense of state services.

2. Comparison of Expenditures

In direct contract to the centralized taxing authority in the State, local governments are responsible for approximately 60 percent of total direct State and local expenditures (compared to 62 percent nationally, see Table 2). In other words, the State collects the majority of tax revuenues while the local governments are responsible for the majority of the expenditures.

Most local expenditures are spent on elementary and secondary education and public welfare, where as higher education, highways, and health and hospitals represent the three largest sources of direct expenditure at the State level. (See Table 3.)

*1978 N.C. Citizen Survey, N.C. Office of State Budget and Management, Raleigh, N.C.

When compared to other states on a per capita and per $1,000 of personal income basis, it is evident that North Carolina's state and local expenditures are lower than the Southeasts' and the nation's (see Table 4). In contrast to other states, North Carolina makes a greater effort to support higher education and a smaller effort to support local schools and public welfare. State and local support for local schools and public welfare on a per capita basis are much lower in N.C. than the nation while the per capita support for higher education is higher than the national average. When compared to ability to pay, however, North Carolina's support for public schools is about at the national average; i.e., N.C.'s support per $1,000 of personal income was $53 compared to $52 nationally. This difference in the two measures of effort can be explained by North Carolina's relatively low personal income.

How do the Citizens feel about expenditures? Most people in the State (about 2/3) feel that the university is doing a satisfactory job*. Citizens more often than not are satisfied with the level of funding in the University. Of those who are not satisfied with appropriations more favored expanded funding for the Community Colleges and Public Schools than for the University system.

3. Recent Tax Changes and Expenditure Limitation

A comprehensive tax relief package was enacted by the 1979 General Assembly. Many tax laws were simplified and, in addition, several tax impediments to economic growth eliminated. The most important parts of the tax package were decreases in the individual income and inheritance taxes. The net result of the package was to reduce general fund tax revenues by $21.8 million in 1979-80 and $57.4 million in 1980-81.

The 1979 Session also debated several alternative ways of limiting state expenditures. The final outcome in the form of a joint resolution was the instruction to State agencies to ... "limit the percentage increase on the total number of State employees in any fiscal year to no more than the percentage rate of population growth in North Carolina for that year, determining by averaging the rate of population growth in each of the preceding 10 fiscal years as reflected in the annual estimates of population in North Carolina made by the U.S. Bureau of Census". The implementation of this resolution will mean that the average State agency will limit its employment growth to just more than 1 percent per year during the coming years. Since 1972 the number of positions in the University system has increased by about five percent per year (compared to four percent for all of state government). In 1978-79 UNC's employment growth was about 2 percent compared to a statewide growth of about 3 percent. This type of expenditure limitation will affect faculty positions during 1981-83, if close adherence to the 1 percent overall growth constraint is maintained.

4. Funding Implications for Higher Education

The extent to which higher education will be affected by current and/or future tax cuts and expenditure limitation is difficult to assess at this point. There doesn't appear to be a big push to reduce taxes more than just done by the 1979 Legislative. If, however, there is another

*Based on findings in the Spring 1979 Citizen Survey, N.C. Office of State Budget and Mangement, Raleigh, N.C.

round of tax cutting and expenditure limitations in the legislations to follow it will definitely affect higher education unless higher education is able to hold its own by increasing its share of the pie of State funds. (In light of UNC's high per capita rank and public sentiment, it appears unlikely that higher education will get more than its current share of the pie.) This probably can only be done by convincing the Legislature of the need to expand into "catch-up-programs" or new and imaginative programs that would bolster sagging enrollments. One such program might be directed toward the State's low college-going-rate. Despite our State's relatively high ranking with respect to per capita funding for higher education, North Carolina has one of the lowest post-secondary going rates in the nation (see Table 7). This problem is very complex, but common sense tells me that we have such a low college going rate due primarily to the high dropout rate in our high schools (30,000 per year dropout) coupled with the low aspirations of our citizens to continue their education beyond high school. In the 1979 Current Population Survey conducted by Census it was found for N.C. citizens 14 and over that 46 percent didn't have a high school diploma, 29 percent had only a high school diploma, and 11.4 percent were college graduates. Nationally 32 percent of the same population didn't have a high school diploma, 38 percent did, and 14 percent were college graduates.

Whether new educational programs can cure this problem is yet to be determined. Even if the state mounted a massive campaign to do so one could make a good argument for placing the program in the public schools rather than in higher education. All this leads me conclude that higher education probably will at best maintain it's current slice of the state's pie and if drastic cuts in taxation and spending are mandated by the Legislature, the universities will share in these cuts with other State agencies.

In summary it is evident that a future tax revolt in N.C. would present a series of questions that State officials will have to grapple with. Some include:

(1) Who should continue to pay for educational opportunity? (Should the students be expected to pickup the possible loss of funds through higher tuition? Should the State give higher education a larger share of the pie? What role should local governments play? Should the private sector be expected to cover some of the cost?)

(2) Who should control that opportunity? (Should it be the one who pays if other than the student? Should the University have an open door policy?)

(3) How do we increase or maintain productivity in State Government (and higher education) while maintaining cost at current levels and improving the quality of our "product".

I think institutional research has an important role to play in finding answers to these questions. Even though, the issues of who should pay (by increasing tuitions to overcome revenue loses for example) and who should control will ultimately be resolved in the Legislature's responsibility, is to insure that decisions made by whatever authority be well informed through appropriate data collection and analysis pointed toward answering such questions. Dr. Stoltz has already given an excellent outline of how this should be done.

Lets now take a look at the second issue that will probably impact higher education in an even greater way--the demographic forces of the 80's.

III. DEMOGRAPHIC IMPACTS DURING THE 80's.

A. Population Dynamics During the 80's

Its a well know fact that the traditional college-age-population will experience large declines during the coming decade. Our most recent N.C. population projections show that the number of 18-24 year olds will probably peak around 1980 at about 818,000 then begin a gradual decline that will last for most of the 80's leveling off during 1990 at approximately 730,000, or some 88,000 less people than anticipated in 1980. (see Table 5). Perhaps of equal importance, because of its implications for continuing and adult education, the number of 25-44 year olds is expected to grow by close to a half million during this ten year time span. Pre-college-aged populations will continue to decline until the late eighties and then climb gradually to existing levels by 1990. Retirement aged populations will increase by 200,000 people during the 80's.

Elementary and secondary enrollments also provide good indications of the on-coming decrease in the numbers of people most likely to go to college during the eighties. The number of high school graduates is going to drop nearly 10 percent during the next decade and the cumulative number of graduates graduating in a six year time span (6-year cum) will decline by about 11 percent (see Table 6).

Whether college enrollments will follow the sharp decline is less certain. One factor keeping North Carolina higher education enrollments from following the downward trend of the college-aged pool is the increasing college going rate that we have traditionally experienced. For example the ratio of total instate enrollment to 6-year cumulative high school graduates has increased from .246 in 1969 to .325 in 1978 or an average of about 3.5 percent increase per year.

Despite this type of growth in the college going rate North Carolina has one of the lowest rates in the nation. In 1975 the ratio of N.C. citizens enrolled anywhere in post secondary education to the state's 18-24 population was .31 compared to .40 nationally. Only four states in the south had a lower going rate; i.e. Arkansas, Georgia, Kentucky and Louisiana (see Table 7). The State's ratio of total enrollment to college aged population is somewhat better (.34 vs .41), but this is due to the relatively high number of non-residents going to college in North Carolina, because of its large number of private institutions and its public graduate universities, provides "generous" opportunities to non-resident students. As a result this state imports some 21,000 students each year over the number of residents that go to college outside N.C. In other words N.C. is the 7th largest "net-import" state in the nation. The State has within its bounds the capacity to accommodate a significant increase in the going rate of North Carolinians without having to add new facilities. Facilities, alone, however, are not the answer to the going rate problem. The state needs to address this problem in a significant way and institutional researchers should take the initiative in getting it started. Without a continued increase in the going rate, enrollments most likely will decline during the eighties. More about this later.

Some experts are confident that older students drawn to the campuses by attractive new programs can fill the gap left by the declining number of fresh high school graduates. North Carolina has one of the highest labor-force participation rates in the nation. This is true primarily due to the relatively high number of females employed in the States' industry (textile related industries tend to employ large numbers of low wage and unskilled workers who traditionally have been women). Such a high labor force participation rate is to be contrasted with our low college going rate.

As the composition of industry changes from low wage to high wage, and this shift seems to be underway, there will be a corresponding shift to higher skilled jobs, many requiring college degrees. Community colleges and technical institutes are already feeling the impact of this shift. This trend is likewise being felt in all colleges and universities where we see more part-time, older students going to college. To a certain extent, then, the rising college enrollment of older persons should tend to cushion the inevitable large drop in the number of young students as the youth population declines in the coming year.

Others expect college enrollments to drop even more sharply because of a slump in demand for college-educated workers. The truth lies somewhere between. Regardless of which turn enrollment makes, higher education will have to make significant changes. Let's take a closer look at enrollment projections.

B. Enrollment Projections

College enrollments have been projected herein as far ahead as 1989, applying enrollment patterns of the past to population patterns of the future (see Table 8). More specifically, the projections shown in Table 8 have attempted to capture the "movement" of enrollment trends by taking into consideration the following factors:

(1) The changes in the College Age Pool (6 year CUM) that starts its decline in 1980; and

(2) Employment growth: large growths (or declines) in employment have traditionally been accompanied by decreases (or increases) in college enrollments.

The projected growth rates for 1979 and 1980 are bolstered somewhat by low employment growth forecasts. Implicit in the projections is an increasing college going rate through 1982 and constant through the remainder of the decade. This "assumption," I feel, is realistic in that it depicts a stablizing going rate that common sense tells us will eventually occur. This type of going rate assumption keeps the growth of enrollments positive through 1982 where we begin to experience modest declines that will persist through the remainder of the decade. If the State mounts a massive effort to increase the going rate these numbers will, of course, be higher. These numbers are off course, "scientific" guesses as to what will happen. These projections show a net loss of 4.4 percent in total enrollment between 1978 and 1989.

In summary, even though we don't know exactly what enrollment levels will be by 1990 we do know that: (1) chances are good that enrollment levels will be lower than they now are; (2) if current enrollment levels are sustained the college age structure will change drastically and/or the participation rates of the traditional college aged will increase greatly. Under either set of circumstances, the impact will be great and should be anticipated.

C. Implication for Enrollment Declines*

1. Problems

- Demand for new faculty will be greatly decreased.
- Shifts in graduate education will follow non-teaching related disciplines. Quality may be lost in a more competitive scramble where the bad may drive out the good in the "grab for bodies"; such quality distress may follow financial distress.
- Control for the sake of efficiency may be overdone.
- Diversity may be reduced as the small and the private colleges, which have lent so much variety, are lost in history.
- Authority, including faculty authority, may become too protective of what exists and too cautious about what might exist; the rewards to faculty and administrators may become too little and the skills required too brutish to attract the best talent.
- Women and minorities may be left knocking at the employment gates in frustration, not reconciled by the fact that no one else is getting in either.

2. Opportunities/Challenges

- To provide universal access to all N.C. youth.
- To train more teachers for preschool instruction, remedial classes and other neglected areas.
- To greatly increase the supply of health-care personnel.
- To supply the ideas and the personnel to help solve growing energy, economic and social problems.
- To open doors to adults and to part-time students of all ages, and to create new transfer routes from one institution to another.
- To replace quantitative growth with qualitative improvement.

*For more details see: Carnegie Commission on Higher Education. More than Survival: Prospects for Higher Education in a Period of Uncertainty. San Francisco, California: Jossey-Bass Publishers, 1975.

IV. CONCLUSIONS

I hope that I haven't been overly pessimistic in trying to give this overview of things to come during the 1980's that will significantly influence your planning agenda. Of the two issues presented here today, the tax revolt and its impact on H.E. is the most uncertain.

The down turn in the traditional college-age population during the 1980's is certain. Its impact on H.E., however, is still hard to assess. If H.E. is to maintain current enrollment levels it will have to attract a new type of student. Consequently, we should be exploring who this student will be, what his needs are and how many we need to equip for.

TABLE 1
STATE AND LOCAL TAX COLLECTIONS PER CAPITA AND PER $1,000 OF PERSONAL INCOME, BY TYPE OF TAX FOR THE UNITED STATES, SOUTHEAST, AND NORTH CAROLINA FOR 1976-66

Tax	Per Capita			Per $1,000		
	U.S.	S.E.	N.C.	U.S.	S.E.	N.C.
Individual Income[1]	$118	$ 71	$142	$ 18.56	$ 12.92	$ 26.23
Corporate Income[1]	42	30	37	6.68	5.49	6.86
Sales and Use[1]	143	135	93	22.49	24.68	17.15
Motor Fuel[1]	42	49	52	6.6	8.94	9.71
Alcoholic Beverage[1]	10	15	16	1.54	2.77	2.91
Tobacco[1]	16	13	4	2.55	2.33	0.68
Property[2]	279	144	133	43.88	26.42	24.61
Other[3]	163	138	117	25.72	25.28	21.69
Total[3]	$813	$594	$593	$128.05	$108.86	$109.83
State	469	411	432	74	76	80.0
Local	344	183	161	54	33	30.0

[1]Includes only state government's share.

[2]Includes only local government's share.

[3]Includes both state and local government's share.

Source: Government Finances in 1976-77, pp. 20-22, 69, and State Government Finances 1977, pp. 20-22.

TABLE 2
DIRECT STATE AND LOCAL GOVERNMENTAL EXPENDITURES PER CAPITA AND PER $1,000 OF PERSONAL INCOME, BY SOURCE, FOR THE UNITED STATES AND THE SOUTHEASTERN STATES FOR 1976-66

State	Per Capita				Per $1,000			
	Total	State	%	Local	%	Total	State %	Local %
United States	$1,262	$481	38%	$781	62%	$199	$75 38%	$124 62%
Southeastern States	1,024	471	46	553	54	194	89 46	105 54
North Carolina	982	389	40	593	60	182	72 40	110 60

Source: Governmental Finances in 1976-77, pp. 65, 68, and State Government Finances in 1977, pp. 12, 19, 57.

TABLE 3
PERCENTAGE DISTRIBUTION OF DIRECT STATE AND LOCAL GOVERNMENTAL EXPENDITURES, BY TYPE OF EXPENDITURE, FOR THE U.S., AND NORTH CAROLINA FOR 1976-77

Expenditure	Percent distribution					
	N.C.			U.S.		
	State	Local	Total	State	Local	Total
Education						
Local Schools	.7%	47.4%	29.0%	.6%	41.7%	26.1%
Higher Education*	25.0	6.4	13.8	20.4	3.0	9.6
Other**	4.5	0.0	1.8	5.1	-	1.9
Highways	19.7	2.8	9.5	13.4	5.5	8.5
Public Welfare	8.5	7.6	8.0	21.9	7.0	12.7
Health and Hospitals	13.9	7.0	9.7	10.8	6.7	8.2
Police and Fire	2.0	5.8	4.3	1.5	7.8	5.4
Other	25.7	23.0	24.0	26.3	28.3	27.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

*Includes the provision or support of facilities and activities of all educational institutions beyond the high school level operated by State or local governments except ag. experiment stations, ag. extension services, and university-operated hospitals.
**Includes Federal expenditures for education, State supervision of schools and colleges, and State tuition grants, fellowships and aid to private schools.

Source: Governmental Finances in 1976-77, pp. 30-35.

TABLE 4
DIRECT STATE AND LOCAL GOVERNMENTAL EXPENDITURES, PER CAPITA AND PER $1,000 of PERSONAL INCOME, BY TYPE OF EXPENDITURE, FOR THE UNITED STATES, SOUTHEAST, AND NORTH CAROLINA FOR 1976-77

Expenditure	Per Capita			Per $1,000		
	U.S.	S.E.	N.C.	U.S.	S.E.	N.C.
Education						
Local Schools	$ 330	$ 263	$284	$ 52	$ 48	$ 53
Higher Education*	121	109	135	19	20	25
Other**	24	23	18	4	4	3
Highways	107	113	93	17	21	17
Public Welfare	160	82	78	25	15	14
Health and Hospitals	104	97	95	16	18	18
Police and Fire	68	49	43	11	9	8
Other	348	300	235	55	55	44
Total	$1,262	$1,037	$982	$199	$190	$182

*Includes the provision or support of facilities and activities of all educational institutions beyond the high school level operated by State or local governments except ag. experiment stations, ag. extension services, and university-operated hospitals.
**Includes Federal expenditures for education, State supervision of schools and colleges and State tuition grants, fellowships and aid to private schools.

Source: Governmental Finances in 1976-77, pp. 30-35, 69.

TABLE 5
N. C. POPULATION PROJECTIONS THROUGH 1990 OFFICE OF STATE BUDGET AND MANAGEMENT

	1970		1978		1980		1985		1990	
Age	Pop	%	Pop	%	Pop	%	Pop	%	Pop	%
17-	1,760,932	34.6	1,644,517	29.3	1,613,654	28.1	1,606,041	26.3	1,633,594	25.4
18-24	677,723	13.3	797,772	14.2	818,375	14.3	805,512	13.2	729,382	11.3
25-44	1,234,099	24.3	1,522,976	27.1	1,613,041	28.1	1,881,062	30.8	2,098,136	32.6
45-64	999,619	19.7	1,099,043	19.6	1,111,835	19.4	1,140,280	18.7	1,212,125	18.8
65+	412,038	8.1	551,056	9.8	580,235	10.1	676,074	11.1	763,077	11.8
Total	5,084,411	100.0	5,615,372	100.0	5,737,140	100.0	6,108,969	100.0	6,436,314	100.0

TABLE 6
N. C. HIGH SCHOOL GRADUATES

Year	High School Graduates	Growth Rate	Six-year Cumulative High School Graduates	Growth Rate
1969	67,287	-	383,660	-
1970	67,564	.4%	398,118	3.8%
1971	68,821	1.9	399,538	.3
1972	70,242	2.1	403,599	1.0
1973	69,322	-1.3	407,911	1.1
1974	69,062	-.4	412,298	1.1
1975	70,094	1.5	415,103	.7
1976	70,498	.6	418,039	.7
1977	71,146	.9	420,364	.6
1978	70,953	-.3	421,075	.2
1979	72,464	2.1	424,217	.7
1980	70,634	-2.5	425,789	.4
1981	69,236	-1.2	424,931	-.2
1982	69,641	.6	424,074	-.2
1983	65,986	-5.2	418,914	-1.2
1984	62,662	-5.0	410,623	-2.0
1985	62,050	-1.0	400,209	-2.5
1986	61,203	-1.4	390,779	-2.3
1987	61,932	1.2	383,474	-1.9
1988	64,726	4.5	378,559	-1.3
1989	65,404	1.0	377,977	-.1

TABLE 7
1975 COLLEGE GOING RATES
(RATION OF POST SECONDARY ENROLLMENT TO 18-24 YEAR OLD POPULATION)

	18-24 Years Old[1] 1975 (000)	1975 Student[2] Residents (000)		1975 Students[3] Remaining (000)		1975 Students[4] Enrolled (000)	
		No.	Going Rate	No.	Going Rate	No.	Going Rate
U.S.	27,605	10,961	40	9,287	34	11,180	41
South (except N.C.)	7,690	2,528	33	2,156	28	2,596	34
N.C.	750	234	31	208	28	255	34
Alabama	460	157	34	137	30	165	36
Arkansas	250	68	27	54	22	65	26
Florida	1,000	334	33	283	28	341	34
Georgia	660	165	25	136	21	174	26
Kentucky	435	121	28	102	23	125	29
Louisiana	510	145	28	128	25	152	30
Maryland	550	224	41	167	30	206	37
Mississippi	300	102	34	89	30	100	33
South Carolina	405	134	33	116	29	135	33
Tennessee	520	168	32	143	28	182	35
Texas	1,170	594	36	551	33	625	37
Virginia	725	241	33	189	26	246	34
West Virginia	205	75	37	61	30	80	39

[1]Estimated from 1976 18-24 year olds projected in U.S. Bureau of Census, pp. 25, No. 626.

[2]All students from a given state regardless of where they attend.

[3]Students attending in their home state.

[4]Total Post Secondary Enrollment in a given state.

Source: Table 78 - Residence and Migration of College Students, by State Fall 1975
Digest of Education Statistics 1979, NCES.

Table 8

Fall Head Count Enrollment Projections For College Level Students
(Degree Credit Enrollment)

	Statewide				Public Institutions				Private Institutions				
Year	Total	Growth Rate	In-State	Out-of State	Total	Growth Rate	In-State	Out-of State	Total	Growth Rate	In-State	Out-of-State	College Parallel Going Ratio (In-State)
1969	132,135		94,272	37,863	84,427		68,576	15,851	47,708		25,696	22,012	.24
1970	140,485	6.32%	102,124	38,361	92,597	9.68%	76,557	16,040	47,888	0.38%	25,569	22,321	.26
1971	146,007	3.93	107,601	38,406	96,371	4.08	80,802	15,569	49,636	3.65	26,799	22,837	.27
1972	148,025	1.38	110,665	37,360	98,407	2.11	84,299	14,108	49,618	-0.04	26,366	23,252	.27
1973	150,261	1.51	114,600	35,661	101,378	3.02	88,758	12,620	48,883	-1.48	25,842	23,041	.28
1974	157,678	4.94	122,130	35,548	108,638	7.16	95,510	13,128	49,040	0.32	26,620	22,420	.30
1975	168,644	6.95	133,133	35,511	119,294	9.81	106,331	12,963	49,350	0.63	26,802	22,548	.32
1976	168,256	-0.23	131,707	36,549	117,468	-1.53	103,908	13,560	50,788	2.91	27,799	22,989	.32
1977	172,546	2.55	135,621	36,925	120,684	2.74	106,757	13,927	51,862	2.11	28,864	22,998	.32
1978	174,396	1.07	136,812	37,584	122,148	1.21	107,303	14,845	52,248	0.74	29,509	22,739	.32
1979	180,834	3.7	141,837	38,997	127,078	4.0	111,309	15,769	53,756	2.9	30,528	23,228	.33
1980	186,533	3.2	146,295	40,238	131,088	3.2	119,808	16,280	55,445	3.1	31,487	23,958	.34
1981	187,407	0.47	146,980	40,427	131,294	0.47	115,276	16,018	56,112	0.47	31,704	24,409	.35
1982	186,954	-0.24	146,625	40,329	130,977	-0.24	114,998	15,979	55,977	-0.24	31,627	24,350	.35
1983	184,680	-1.22	144,841	39,839	129,384	-1.22	113,599	15,785	55,296	-1.22	31,242	24,054	.35
1984	181,025	-1.98	141,974	39,050	126,823	-1.98	111,351	15,472	54,202	-1.98	30,624	23,578	.35
1985	176,433	-2.54	138,374	38,060	123,607	-2.54	108,527	15,080	52,827	-2.54	29,847	22,980	.35
1986	172,276	-2.36	135,113	37,163	120,694	-2.36	105,969	14,725	51,582	-2.36	29,144	22,438	.35
1987	169,056	-1.87	132,588	36,468	118,438	-1.87	103,988	14,449	50,618	-1.87	28,599	22,019	.35
1988	166,889	-1.28	130,888	36,001	116,920	-1.28	102,565	14,264	49,969	-1.28	28,233	21,737	.35
1989	166,632	-0.15	130,687	35,945	116,740	-0.15	102,498	14,242	49,892	-0.15	28,189	21,703	.35

Assumptions: (1) For years 1980, 1981 and 1982 Total In-State enrollment is a function of: 6-year (cumulative high school graduates), change in non-agricultural employment, and the total in-state enrollment for the prior year.
(2) For all years beyond 1982 total in-state enrollment is function of 6-year-cumulative high school graduates.
(3) Public, private and out-of-State totals based on same percent of total in-state enrollment as existed in 1978.

NOTE: These enrollments are not to be confused with the authorized FTE enrollments which are approved by the General Assembly.

COMMENTARY ON NORTH CAROLINA FUNDING AND ENROLLMENT TRENDS DURING THE EIGHTIES: IMPLICATIONS FOR INSTITUTIONAL RESEARCH

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Professor of Education
The University of North Carolina at Chapel Hill

The Chronicle of Higher Education and many other influential voices have projected a decline in enrollment of the traditional college-going public and have mentioned the economy as the prime factor that will affect higher education and enrollments. In addition to an inflated economy, one other factor that may be related to the enrollment of people in higher education is the changing perception of the value of a college education. Articles and publications that may be read in social science and humanities journals indicate that graduates from prestigious institutions will succeed in gaining employment appropriate to their degree 4 out of 10 times; graduates from less prestigious institutions will succeed in gaining employment appropriate to their degree only 1 out of 10 times. The attractiveness, of blue collar and technical employment in terms of the standard of living has affected the perception of the value of the college education and will also affect enrollment in higher education. These factors have two implications for our consideration; one is that in a no-growth or slightly increasing kind of state, the emphasis on the value of planning (institutional research) increases; and second, that enrollment in college institutions will affect different institutions differently. The effect on private or independent education will be different from public education and 2-4 year universities will be affected differently from, for example, UNC-Chapel Hill. For such institutions the pool of applications may decline, but they will still be rejecting students who meet the existing standards of the institution. There will be some competition for 2-4 year regional institutions scraping for adults and retirees in terms of keeping their enrollment from decreasing.

I'd like to point out some implications with regard to faculty, students, and curriculum for institutional research. The academic market place is not a dynamic event these days, it's a trickle. Faculty mobility is down to a trickle; the retirement act of 1969 means that the median age of the faculty is increasing; there's a concern for the tenuring of faculty that means most of the professors will be junior professors who can't get tenured trying to get on at another place; and faculty mobility will be very much inhibited. Institutional research will have to examine the proportion of faculty retiring, leaving, and work load, how a faculty member spends his time plus the cost benefit analysis (cost per student per professor, per program) and keeping data and monitoring the faculty flow situation. There will come an increasing concern with teaching and teaching effectively. In terms of the office of institutional research there could be increasing attention to measuring and evaluating faculty performance in the classroom.

With respect to students there's a concern about a decrease in standards. There's been a lot of innovation in terms of trying to get enrollment by giving credit for life experiences, or external degrees. Many of these innovations have merit, but they may be leading to some abuse with respect to students, admission rates, enrollment rates, graduation, and dropouts.

With respect to the curriculum, there is a good deal of concern that there is a decline of the liberal arts and general education, and more of a consumer

attitude towards offering what will appeal to prospective students to increase enrollment. There also seems to be a decline in language requirements, and science requirements. Adults have different expectations than 18 year olds in terms of classroom activity, and this will have an effect on the college curriculum. The office of institutional research is a sort of marketing analyst, in terms of the kind of clientele going to the institution. Another implication of what is happening is called grade inflation. This may be related to the notion that in the '60's, one of the strategies used by the administration was to put active students on committees and have student evaluation of instruction and student input on faculty personnel decision making. Looking at the relationship of such variables as expected grades and how students evaluate instructors, there's a strong relationship, but this may also account for "grade inflation." It could be that grade inflation may be a result of an attempt to be popular, to attract students, and that's a consequence of the enrollment situation. It could be the responsibility of the office of institutional research to monitor grade inflation and to make recommendations.

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William MacIntosh
Vice President for Planning
Central Piedmont Community College

What I have to say will be an unorthodox view in terms of enrollments, costs, and in terms of responsiveness of enrollments and costs as they are related to the research units of our institutions. I don't particularly believe that an analysis of educational costs should be limited to the statement of funds that are provided by the state. Educational cost is a complex issue and I would rather see it estimated in terms of the statement that the state makes as it relates to the money that goes into higher education and the return on that investment in terms of the increased tax levels of graduates. I also don't have any strong feeling regarding statistics that some 40% of our citizens do not have a high school education and the statistics that cite the low going rate of our citizens to college. A better questions might be how many of our citizens need a high school education, and how many need to be going to college? I think that the demographic factors and the financial factors that impact on us require a response from those in research and we haven't responded. We're going to have to maintain some balance between educational opportunities and those citizens who want educational opportunities. A survey in the Charlotte-Mecklenberg area found that there were 168,000 adults in that area who indicated that they wanted or needed some type of educational service that could be provided by Central Piedmont Community College. They also identified the inhibitors that kept them from attending Central Piedmont such as: fear of coming on campus at night, lack of transportation, conflict in their personal schedule and the schedules that are offered by Central Piedmont. The traditional ways of offering education will not afford them the services that they pay for and services that they want. We can provide educational opportunities for 5½ million people in the State of North Carolina at places and times of convenience if we're wise enough to develop an operational strategy.

You have to ask yourself, is it economically feasible and technically and operationally feasible? Technologically, it is feasible. It is also economically feasible compared to the present cost of education. For it to be operationally feasible, we have to impose on the administration of our institutions a commitment

to develop an operational strategy that will return to the faculty and administration an equitable portion of the increased earnings that are achieved through the use of communication technology.

Regarding the proposition of accountability; the philosophy of the North Carolina Community College system has two measurable factors. The philosophy says that we have an open door policy, and it says that learning is a life long process. The result is that 4½ million North Carolinians could expect to go to school in the community college system as long as they live. At the present cost of education, we would bankrupt the state before the first semester even started. That philosophy imposes on us the need to investigate very carefully to see if there is not a better way to do what we are doing. We, as representatives of the tax payers and representatives of the students, have an obligation to provide education to all our citizens. People need to know and they need to know when they want to know. It isn't going to be an easy job, but it's going to be an exciting job.

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John Gamble
Congressman, North Carolina State Legislature

I'm going to touch on some things that were mentioned by the previous members of the forum. They have all emphasized funding; funding and a good program are the keys to your existence. There is an appropriation game that comes by the communication system producing a justification for need, for money, for enlargement of a program, and for elevation of salary. The governor runs the appropriation game in the advisory budget level and that is the budget that comes to the general assembly and tells it what the governor wants in his budget. The most effective lobby that the General Assembly has to contend with is the Office of the Governor. The next most powerful lobby in the General Assembly is the University of North Carolina Board of Governors. Historically there's been a rule that education should receive 2/3 of your revenue; that has fallen by the wayside. What's happening? Social changes. We're putting more money in Medicaid, in prisons and law enforcement and other social program; eating up money that your programs would normally get. In the future, those things are going to grow, but higher education is not going to lose any large amount of money. People are the teachers and examples for our young folks; you have a privileged position and don't think that the members of the General Assembly don't recognize your contribution to that, so they're not going to take anything away from you insofar as teaching capacity and the tools to do it with. They are going to allow you free reign as far as they can. Something needs to be done about secondary education, and I believe that the state's going to address that. Competency testing is going to reinforce that; but it's going to take a great deal of money.

Another thing that's very big in the general assembly is the awareness that the tuition in North Carolina is severely lagging. You can look for some tuition raises if my crystal ball tells me right. Resident students in '73-'74 paid 13% of the cost of their education; in '78-'79 they paid only 10.7%. The non-resident student in '73-'74 paid 70% of his cost of education; in '78-'79, he paid 57%. I think that they're meaningful figures because in funding, the HEW effect is going to be very prominent. It's an all or nothing requirement for HEW, so the universities are going to have to face up to some accountability. As money gets tighter and as the role of bureaucracy gets stronger, they're going to find a reason to meddle in your business. There's no reason why you can't run a clean house and get a good job done and get your money and get on with doing a good job, but accountability will grow.

The fact of inflation is probably going to be the biggest thing in the state of government. We gave some increased exemptions for dependents in the family and recognized the single membered family, the number of women who are heads of households and are unmarried, and the numbers are spectacular. So funding is going to be a big problem. You'll continue to get your share of the pot, but you may find that secondary education is going to try and take something away from you. Community colleges are going to do nothing but grow according to the demand. There have been problems in the community college system such as falsified records; but they had a class on how not to falsify. These are the things that are going to bring about accountability and as we become more socialized and more bureaucratic in our government, that's just one of the outcomes of it. I think that the general assembly sees the private colleges as two things: number one as a state asset, a substantial financial investment; and number two, by subsidizing education at the private institution, the private institution philosophy is kept alive.

One more thing concerning Dr. Barwick's "going rate"--60% in the U.S. and 40% in North Carolina. The quality of students in the future is of concern. North Carolina mothers under 20 years old are bringing in about 50% illegitimate birth. That's going to have a profound influence on your pool of students because it's no question that the background of these students is not going to be conducive to higher education. We're going to have to go to work to beef up these people to keep them in school, to keep them stimulated, and to inspire them to go through high school.

Recruiting foreign students is a very meaningful thing and it's even a political influence in the student political process. Another thing that's going to be an influence is the striving toward a higher level of industrial jobs which will pay better wages. I don't know how much industry is going to attract the high school age student by virtue of better pay scale. I think that we're going to see in the next ten years a decided improvement in the wage scales in North Carolina, and I think that's going to have an effect on people going on to higher education.

CONCURRENT SESSIONS
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EDUCOM FINANCIAL PLANNING MODEL

Al Jones
EDUNET Representative

I'd like to begin by breaking down three names that you may have heard; one is EFPM, the second is EDUCOM, and the third is EDUNET. EDUCOM is a consortium of about 320 colleges and universities which are nonprofit organizations chartered to facilitate interuniversity resource sharing, mainly in the area of computing and communications. EDUNET is national facilitating network that is a separate activity within EDUCOM, with a membership of roughly over a hundred. About 15 of them are institutional suppliers and have computer services ranging from Dartmouth to the Univeristy of Delaware to Stanford. The remainder are small institutions whose membership is based on the computing resource that they wish to have access to. A number of institutes in North Carolina are members of either EDUCOM or EDUNET or both. The University of the North Carolina System and several smaller institutions in this state are members of EDUCOM. EFPM is a separate activity within EDUCOM and it is a southward service. It is offered by Cornell Computer Center and thus is offered indirectly via EDUNET; Cornell is one of EDUNET's suppliers, and computing for EFPM is handling through EDUNET. There is no requirement for EDUNET or EDUCOM'S membership to become a EFPM subscriber.

EFPM originated at Stanford about 5 years ago when it became clear that Stanford was facing substantial financial problems. The names that you see on the list for the Stanford model are; RLFF, TRANS, and TRADE. These are three successively more sophisticated models that were developed to deal with and plan for financial delivery. One of the critical concepts that was developed at Stanford was the notion of financial equilibrium. It was not an adequate solution to this financial problem to balance this years' budget if expenditures and income were moving in different directions or were growing at different rates. The first model that they built was RLFF. It was simply a forecasting model. The second model derives a number of equations in an attempt to determine the conditions of equilibrium. The implications was that the growth rate of income matched the growth rate of expenditures. It became clear that the Stanford models were helpful, but one of the difficulties was that the first few models were batch systems and it was felt that the policy makers at Stanford wanted to assess the models and deal with the models directly. An interacting forecasting system called TRADE was built; TRADE is the direct grandfather of EFPM.

One of the difficulties was that the models that existed were tentative and didn't approach all of those questions that were relevant to an institution. RRPM had a beautiful concept but required an enormous data collection effort to deal with some of the problems that we looked at. Some of the models were simply too expensive, and others were too inflexible at a time when the problems of higher education were changing. Another problem was that programmers or people who thought like programmers were required to build models, to run models, and to change models. Programmers and decision makers think differently and don't communicate very well. Finally, many of the earlier models were technological monstrosities that, to cite but one example, would take information fed it, whirl it around a bit, and then calamitously would often give back an answer that made no sense whatsoever. There were some additional problems with models having to do with the relations of the models to policy. The first one is that we don't know enough about the thing that we are modeling; i.e., higher education. Secondly models try to put everthing together, yet the political situation of the world is completely fragmented. Finally, the most difficult one; modelers don't understand policy makers and vice versa.

People at Stanford came up with a set characteristics of models that they thought were reasonably simple. They had to be comprehensible by the people that used them, and they had to be relevant and complete on important issues. Precisely, to retain simplicity, models must be easy to control, easy to use, stable in terms of reasonable inputs, and they must be stable to react; it must be possible for them to adapt to changing conditions. Because Stanford's success was almost unique, the Lill endowment funded a project sponsored by Stanford and EDUCOM to explore the possibility of exploiting the Stanford technology to higher education in general. Five institutions participated in that study: Harvard, Lehigh, Oberlin, University of Pennsylvania, and SUNY at Albany. That study resulted in four general conclusions: models are used whole if they are tailored to the specific problems of an institution; models need someone with authority who understands the model; a model that is not understood by policymakers is not useful; and a model that is not used by policymakers is not useful. The Stanford model itself was not acceptable to any other institutions simply because it contained the intrinsic needs of Stanford. This conclusion lead to the decision to go ahead with the production of a prototype generalized financial planning model.

At the end of last year, there was a conference in Indianapolis, Indiana sponsored by the Lill Endowment. Sixty institutions were represented and the prototype that had been developed was displayed. There was an enormous interest for that prototype which was intended as feasibility example. The response was so good that EDUCOM decided on two-fold course. First to supply that system as it existed to institutions that wanted to use it, and second, to go back to the Lill Endowment for more support to do it right. They agreed and gave us $100,000 to continue the development of the EFPM, that has occurred in parallel with the distribution of the product. As a result the EFPM changes on a month to month basis; not drastically, but it does a lot more.

EFPM is a generalized modeling system specifically designed to deal with aggregate modeling circumstances and emphasizing comprehensibility so that the assumptions and the aggregations that go into a model are clear to the people who use that model. It is an interactive system that is as flexible, as forgiving, and is informing as possible, plus it is easy to use. As a computer system, it sometimes answers in a kind of short-hand that's unclear; however, every time you don't understand it, you put in a question mark and it tells you what it meant. In general, it allows you to make mistakes, it diagnosis mistakes, sometimes makes suggestions, and doesn't do anything drastic that we know of when you do make mistakes. The intent is to make the model useful by the policymaker or somebody who works for him rather than somebody down in the computer center; the model is inherently operator free. The content of a model is defined by the user or constructor of the model in external files so EFPM is absolutely content free and makes no assumptions on its own about anything.

EFPM is delivered from Cornell over telephone lines because first, we're still developing the system and it is impossible to distribute the system over a large amount of locations and keep them up to date on the development of the system. Second, the system is inherently a low-use system that costs less from Cornell than getting a package, installing it on the computer system, and maintaining it over the year. Cornell is a first rate big main frame, and we've designed the system to take advantage of everything that Cornell offers. In addition, it provides us with a medium for direct communication with our users.

The applications of the system began in the area of institutional budget planning and have since spread to a number of other areas. The system is being used in studies of student admission policies, student flow, retention policies, faculty tenure and others. In addition, it is used in some context in short term budget

monitoring projection, kinds of environment, and doing monthly monitoring projections rather than annual. Philosophically it does a lot of things with a simple model rather than a few things with a complex model. It is being used as a research tool in a number of places including ACE for various kinds of projective studies; it is being used to teach planning and administration of higher education; and one of our demonstration models is used to teach universities financial planning. It's used in every university level from the state university system in Wisconsin to our own internal budgeting activity and it's been effective when used in those contexts.

The cost of EFPM in the first year is about $35,000 coming to EDUCOM and probably somewhere between $500-$15,000 going to Cornell. Essentially, that $5,000-$15,000 continues to go to Cornell and $15,000 goes to us and covers our need to give you quite a bit of support both in terms of teaching you how to use the model effectively and assuring ourselves that your institution is going to deal with the model reasonably well. We are non-profit and sales are less important to us than our own reputation. If we can install four institutions at the same time, we would have no reason for charging everyone of them the $15,000.

EFPM is not the solution to your institution's problem; its an effective modeling tool that can help you find a solution. What you get out of EFPM is what you put into it. How well you understand the model that you create and the quality of your own decision making is up to you.

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THE FUTURE OF INSTITUTIONAL RESEARCH AT COLLEGES AND UNIVERSITIES

W. Archie Blount
Director, Institutional Research
North Carolina Agricultural & Technical State University

INTRODUCTION

Man has faced many problem situations dealing with Energy, Ecology, and Aesthetics. The research capability of our nation's institutions has brought on an awareness of the critical nature of finding solutions to some of these situations. Our daily encounter with acute problem-solving situations is a demanding force for stronger institutional research.

PURPOSE

The purposes of this study were to first, have an overview of institutional research at Colleges and Universities prior to 1979, and second, to preview what new directions institutional research might take during the 1980's.

SCOPE AND METHOD

The study is centered on the affairs of students, faculties, administrators, and the utilization of facilities. Data for the study were generated by use of a questionnaire to the directors of institutional research at Colleges and Universities.

FINDINGS

The institutions responding represented five different Regional Accrediting Associations. The data presented in the following pages are a summary of how all the regions responded to the study questions.

PRIOR TO 1979

1. STUDENT research was centered on:

   a. Building data bases.
   b. Studies of financial aid.
   c. Performance of transfer students.
   d. Attgition rates.
   e. Admission rates.
   f. Demographics of graduates.
   g. Follow-up study.
   h. Teaching increasing number of students with relatively fixed state support.

2. FACULTIES/ADMINISTRATORS research was centered on:

   a. Studies: Profiles of bargaining faculties, salaries, tenure, retention, retirement, activity reporting systems, cost of institutional programs, characteristics and employment patterns of part-time faculties, work-load analysis (student/faculty ratio, productivity ratio), projecting faculty requirements.
   b. Developing libraries of research information.
   c. Developing faculty activity reporting systems.
   d. Initiating procedure manuals.
   e. Prividing evidence of effective utilization of faculty.
   f. Economic impact of institutions in communities.

3. FACILITIES research was centered on:

   a. Establishing separate offfices of Institutional Research.
   b. Developing energy/use surveys.
   c. Space utilization/feasibility studies.
   d. Developing central data processing systems for facilities.
   e. Initiating computer programs for analysis of utilization rates of classrooms and class laboratories.

NEW DIRECTORS FOR THE 1980'S

1. STUDENTS:

   a. Follow-up projects with alumni as a means of maintaining creditability and creating "proper image of alumni".
   b. Analysis of course consumption applied "free electives" only.
   c. Measuring the quality of student effort.
   d. Use of simulation models in projecting enrollments.
   e. Projects to develop a more accurate, realistic, and flexible method to allocate student credit to budget units such as academic departments.
   f. Analysis of length of time to get a degree.
   g. Trade-off of students to institutions with severe enrollment problems.
   h. Identifying educational needs and desires of future students.
   i. Trying to prove that equal-opportunity goals are being met when you have a reasonably static personnel situation and declining enrollment.
   j. Dealing with population shifts and student cultural mix.

2. FACULTY/ADMINISTRATORS:

a. In depth analysis of faculty workload and compensation by discipline.
b. Working seriously with interactive color graphics with video tapes and slide output with management analysis.
c. Improved resource modeling capability--to discover that course section type/size might be an important demension of cost (e.g., large lecture versus seminar versus individual studies).
d. How do you strategically invest in high payback programs to fight inflation by reducing product use and product substitution?
e. How do you prove financial exigency when you fire tenured faculty?
f. Cost analysis of all academic programs.
g. Tenure, promotion, and termination data analysis.
h. Development and retraining of faculty and administrators.

3. FACILITIES:

a. Development of comprehensive facilities management (information systems).
b. Solving energy deficiency problems.
c. Study of needs for and costs of renovation and alterations for the handicapped (504 regulation).
d. Trend towards interdisciplinary facilities.
e. Early release of generated facilities data to decision-makers.
f. Serve as the repository of information for students in a more efficient manner by expanding computer system.
g. Continue examination of classrooms, laboratories, and office space utilization.
h. Meeting the needs for adequate use of land and environment.

STUDENT CHOICE AND ENROLLMENT INFORMATION

Robert L. Chapman
Learning Resources Network

When I came to this convention last year, we were working with about seventeen North Carolina colleges and universities in the area of providing better information in the area of student choice. Since that time our clientele has grown to about 75 colleges in 4 states. We are on a down hill trend in enrollment for the next 10 years. To hold our own as far as enrollment is concerned will require that the college going rate be increased sustantially and that high school graduation be increased to break even by the end of this decade. Approximately $25,000,000 dollars a year is currently being spent in North Carolina on admissions and admission related actitives. Typical private colleges are being faced with increasing competition which is forcing them to produce better quality and more expensive material in an attempt to attract students. People will try harder and harder to attract students and what they do to attract students comes closer to advertising and is called full persuasion. HEW issued some regulations regarding what they call "Student Consumer Information Services" which require dissemination of information including an explanation of all financial aid available to students, an explanation of the procedures, application forms, and eligibility requirements of students receiving financial aid, a statement of total costs of attending the instituiton, a specified tuition refund policy, student retention data for the preceeding three years, the number and percentages of students completing a program in which a student expresses his interest, the title of employees responsible for assisting students in obtaining information, and the maintenance of at least one full time employee to assist students in obtaining consumer information. Those are the final regulations that were issued by the U.S. Office of Education.

I am extremely impressed and somewhat amazed at the results of a study which has just been published by Alexander W. Astin called "Four Critical Years" done for the American Council of Education in co-operation with institutional researchers. Over a period of ten years, the results of this study tend to indicate that most of the beliefs of higher education are not based in fact. If you ask students what they want to obtain and what they did obtain at their post secondary institution, the thing the students value the most is the opportunity for personal involvement, social relationships with their professor, and having an influence to their environment. Colleges are immediately reacting to the results of this. Generally, the priorities of governmental agencies and legislatures have been misdirected almost 100%. I personally am convinced that all colleges cannot be all things to all people, and as time goes on institutions will be specialising more and more. It seems to make sense to try to improve the fit between colleges and students attending those institutions.

The movement to improve the quality of educational information seems to be focused almost entirely on the student as consumer. Polling devices and the results have been tabulated to get a more accurate picture of what life on the campus is like and have been made available to prospective students. All institutions have aspirations to be better and to improve the quality of what they offer. They would like to make themselves more attractive and to attract better students and in turn improve the quality of their student body and generally grow from that process.

CHOICE, Center for Helping Institutions Improve Education, has come up with a list of ideals in evaluating the quality of information given to prospective students. This includes information presented to fill a student's need and information based on actual student experiences; i.e. Has the information been checked by representative groups on campus for comprehensiveness, salience or accuracy? Is the information current or adequately qualified to indicate the period for which it is valid? Can the student distinguish between objective facts and subjective opinions? What interpretation is provided for the student? Is the information presented in an effective and understandable manner? Does the information help students to compare this institution with others? If this trend towards providing more and better information to students continues, chancellors and administrators will be turning to institutional researchers to find out answers to these and other questions.

DRIVE-IN CONFERENCE PROGRAM
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FRIDAY, APRIL 18, 1980

10:00 Registration — Coffee and Coffeecake

10:30 Opening Session
Welcome - Robert Ussery, NCAIR President, ECU
"Coping with External Reporting Requirements"
Moderator - Gary Barnes, UNC-GA
Panelists - Linda Balfour, UNC-GA
Robert Fry, UNC-W
Robert Hill, UNC-GA
William MacIntosh, Central Piedmont CC
Lynwood Tharrington, NCCU

12:00 Coke/Coffee Break

12:30 Research Exchange Forum
Moderator - Norman Uhl, NCCU
Presentations -
(A) "Student Retention at UNC-CH Using the NCHED A-7,"
Paul Naylor, UNC-CH
(B) "The Introduction of a New Grading System at a Public Teaching Institution: Impact on Grading Tendencies of the Faculty,"
(c) "Black and White Students' Attitudes and Perceptions of Their Campus Environments," Institute on Desegregation, NCCU,
Cynthia Davis-Palcic, NCSU and Don Reichard, UNC-C

2:00 Pig Pickin'
Presentation of a prize to the person dressed in the most appropriate Pig Pickin' attire

3:00 Joint meeting of the Executive Committee and the 1980 Program Planning Committee

Adjournment

Program Planning Committee

Tim Sanford, UNC-CH (Chair)
Linda Balfour, UNC-GA
Gary Barnes, UNC-GA
Kay Duffy, UNC-GA

CONTRIBUTED PAPERS
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COPING WITH EXTERNAL REPORTING REQUIREMENTS AT UNC-WILMINGTON

Robert E. Fry
Director of Institutional Research
University of North Carolina-Wilmington

To meet the needs of the Federal and State governments and the General Administration of the University, UNC-W has reviewed and continues to review all data collection efforts taking place on campus. This involves both computerized and manual systems functioning in the areas of registration, personnel, financial affairs, admissions, financial aid, veterans affairs, and other similar areas of concern.

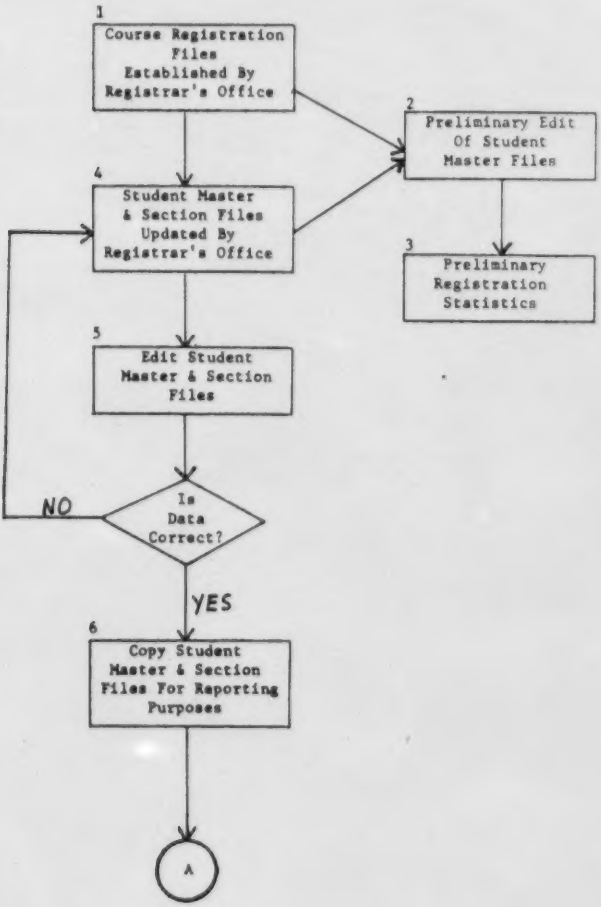
Keeping in mind the specifics of the reporting requirements, we analyze each system to determine where we can provide some assistance. This may be in the form of an edit or the completion of an additional requirement that is not currently being met by a particular system. As I move through the various systems I will indicate what services we provide and how that particular contribution from our Office enhances our interaction with the area supplying us with information.

The first system that supplies information for reporting is in the area of Student records. The following flowchart outlines the steps that we take to complete the vast array of student reports.

OFFICE OF INSTITUTIONAL RESEARCH

PROGRAMMING SYSTEM: NCHED & HEGIS DATA REPORTING

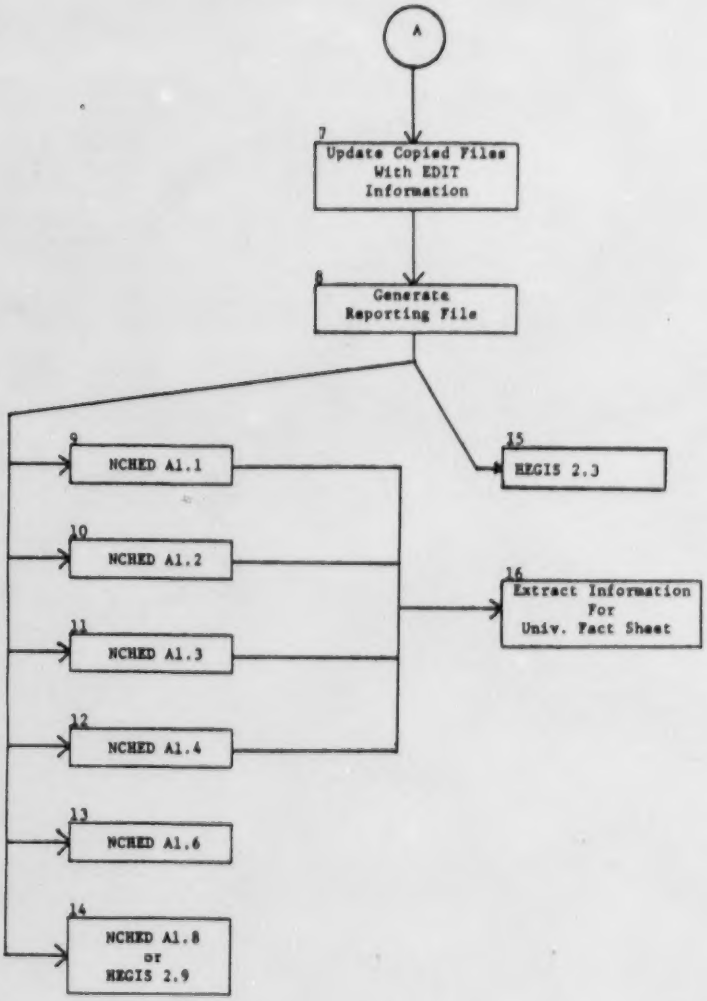
SYSTEM FLOWCHART



OFFICE OF INSTITUTIONAL RESEARCH

PROGRAMMING SYSTEM: NCHED & HEGIS DATA REPORTING

SYSTEM FLOWCHART



The second block demonstrates our service activity to the registration area. From our review we found that the Registrar's Office was lacking a satisfactory edit to compare the student's master file with the course registration file. The edit that we constructed compares various fields that exist on both files to see if there is agreement. If there is a disagreement, this is reported to the Registrar's Office for correction. Other edit checks are made on fields such as sex, race, age, entry type, major codes, residency status, etc. During the registration process which covers a two week period, we are able to provide the senior administrative staff with preliminary statistics on the number of new freshmen entering, the racial distribution, residency information and FTE. The OIR has no other input into the registration system other than the edit and preliminary reporting until after the official registration process is complete. At this point copies of both the student master and the course registration files are frozen for reporting purposes. (Step 6). Certain errors still exist in the frozen copies and these errors are updated before any reports are generated. (Step 7). After updating, a reporting file is generated from the frozen data sets (Step 8) and the following reports (Step 9-15) are produced using the CROSSTAB and BREAKDOWN procedures of the Statistical Package for the Social Sciences (SPSS). These procedures are extremely flexible and can be tailored to provide all the statistical information currently required by external agencies. From these NCHED and HEGIS reports the OIR produces a University Fact Sheet (Step 16) for distribution to the campus community. This has reduced the number of simple data requests and introduced many of our faculty and staff to one of the facets of Institutional Research.

The following format is for the Student Data Reporting File. As can be seen, each record is relatively small (30 bytes) and provides all the information needed to produce the reports in Steps 9-15.

STUDENT DATA REPORTING FILE

DESCRIPTION	BEGINNING POSITION	LENGTH
SOCIAL SECURITY NUMBER	1	9
TOTAL CREDIT HOURS	10	2
CURRENT CLASS	12	1
CURRENT MAJOR	13	3
SEX	16	1
RACE	17	1
COUNTY OF RESIDENCE	18	2
STATE OF RESIDENCE	20	2
ENTRY TYPE C - Continuing, New Freshmen, New Grads. T - New Transfer R - New Re-enrolling N - New Unclassified P - Permission	22	1
RESIDENCY STATUS & STUDENT LEVEL Blank - In-State Undergraduate 0 - Out-of-State Undergraduate 1 - In-State Graduate 2 - Out-of-State Graduate	23	1
TRANSFER INSTITUTION	24	2
STATE OF TRANSFER INSTITUTION	26	2
STUDENTS AGE IN YEARS	28	2

Logical Record Length--30

The second system that I would like to address involves the collection of Personnel Data. Four years ago UNC-W computerized this activity in response to both external reporting requirements and to a growing need for internal report generation and analysis. The following system flowchart outlines the steps that we take to prepare our submission to General Administration.

Every attempt is made throughout the year to keep this data set current. We urge both the campus personnel office who is responsible for SPA position and the Vice Chancellor for Academic Affairs' Office who is responsible for EPA positions to add new and update existing employees on a weekly basis. In Step 2 of the flowchart we provide the two supplying offices with two items of information that have proved helpful to them. First, a privacy act form is generated for each new and recently updated employee in the system. This form is required by the state and is placed in the employee's personnel folder to be used to address any questions that may be directed to one of these offices. Secondly, complete data forms are generated containing all the information that is currently being collected on employees.

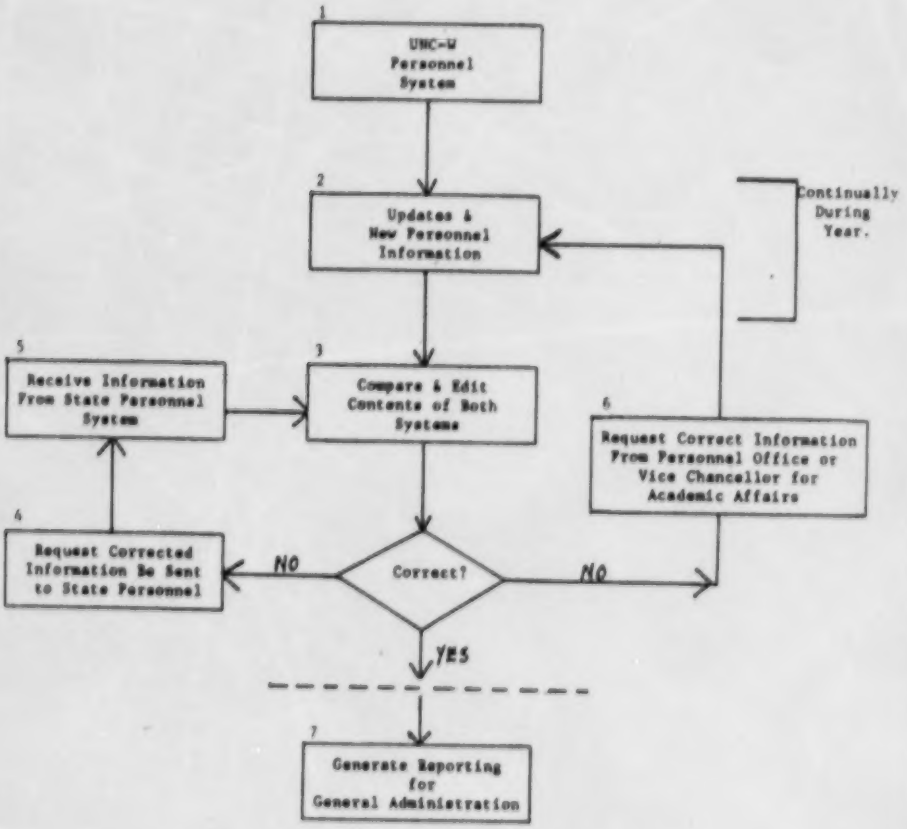
During the year, the OIR receives a copy of State Personnel's computerized records for UNC-W employees. This tape is compared with our current files (Step 3) and any disagreements are reported to the campus Personnel Office for correction (Steps 4 & 6). EPA records are currently being manually edited against the BD-119 but we anticipate having a computerized edit in place before the beginning of the Fall 1980 reporting season.

Frozen copies of reporting files as well as December and June copies are maintained as backups to this system. UNC-W has also begun using Microfiche as a means of readily accessing historical information.

OFFICE OF INSTITUTIONAL RESEARCH

PROGRAMMING SYSTEM: PERSONNEL SYSTEM

SYSTEM FLOWCHART



The third system that we have developed to collect data utilizes the course registration information and the room inventory files. This system is outlined in the following flowchart.

The course title file is the primary data source for room utilization information and is prepared by the Deans' offices within each School or College. Contained within this file is the instructor's name, course designator, credit hours, location, beginning time, ending time, days of the week as well as the course title. This file is edited and inaccuracies and incomplete data items are flagged for correction. As a part of this editing process the course registration files are checked to determine the number of students registered in each course and whether there are any courses being taught that do not have a corresponding title card. When this editing process is satisfactorily completed, a room utilization deck is produced. This deck is then compared with the room inventory file through the use of a room scheduling matrix. This program reports any inconsistencies with respect to room size and student registration, room designator coding and overlapping course schedules. During this step we find inconsistencies in both the room inventory file and in the room utilization file. When these problem areas are corrected (Steps 8-11), a final utilization deck is produced in the N.C. Higher Education Facilities Commission format and is sent to Raleigh.

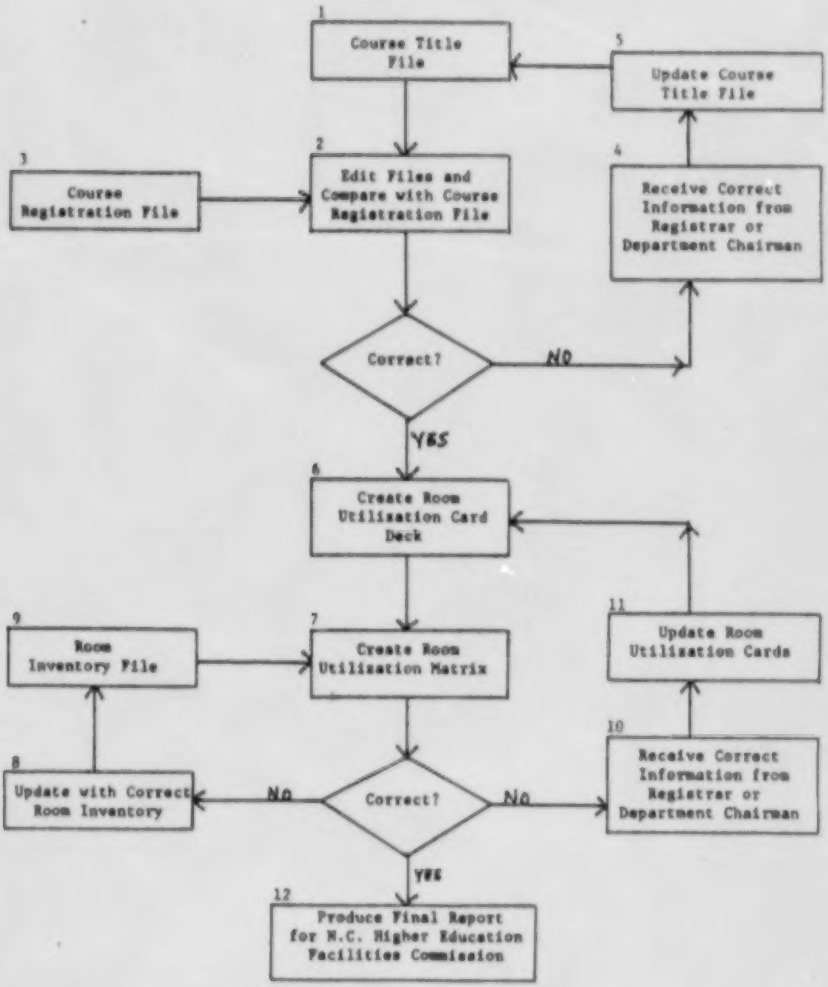
The Office works closely with the Vice Chancellor for Financial Affairs during the year to collect information on room renovations, building remodeling and any other action that may have an impact on our reporting in the Fall. Consequently, our room inventory file is never frozen but is in a state of constant modification to reflect the current status of University facilities. As a service to the Deans, the Office provides a corrected version of the Room Utilization matrix each semester. Using a room size index, these offices are quickly able to schedule special events throughout the semester. The production of the room Utilization matrix also gives our Office an analysis capability which we have not had in the past. By the use of specially constructed programs we can analyze individual station and room utilization rates thus supplying administrators with information about space allocation and course scheduling options.

This presentation covers only three of the seven data collection systems that are currently functioning at UNC-W. The four remaining systems involve the collection of graduate, admissions, student retention information, and VA data. Currently under development is a computerized student aid system that will partially replace a manual system that has been functional for the last two years. All of these systems have reduced the burden of data reporting and provided us with the opportunity to be more responsive to our own institution's needs.

OFFICE OF INSTITUTIONAL RESEARCH

PROGRAMMING SYSTEM: SPACE UTILIZATION

SYSTEM FLOWCHART



STUDENT RETENTION AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL USING THE NCHED A-7 REPORT

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Highlights

Students entering the University at all levels, (Freshmen, Upper level Transfers, Masters, Doctorate, and Professional), from 1974-1978 have been assigned to cohorts corresponding to their entry years and followed through fall semester 1979 to determine their persistence rates. Persistence is defined as having graduated or being enrolled during the past fall semester. In general men have persisted at higher rates than women and Whites at higher rates than Blacks or other racial groups. Students in professional schools (medicine, dentistry, and law) persist at rates markedly higher than students in any other category reported and this higher rate holds regardless of sex or race. While Blacks persist at a lower rate than Whites in the Masters level category, the later cohorts show an improvement in Black retention, especially in 1977 and 1978. In doctoral studies Blacks have shown a higher rate of retention than Whites at the three year point and beyond. Women in the Upper-level Transfer category have noticeably higher retention rate than men, as much as 8.7% higher. Women also have higher persistence rates than men at the Masters' level but this difference is not found at the Doctoral level.

Data Source

The Student Retention Data Survey establishes enrollment data each year for entering students in 5 categories: New Freshmen, New Upper Level Transfers, New Professionals, New Masters, and New Doctoral - by race and sex. Each new year forms the basis for a distinct cohort which is followed for several years to ascertain retention characteristics of the cohort. The data are reported by cohort for five years after initial entry. Currently 5 cohorts have been identified with 5 years of data available for the 1974 cohort, 4 years for the 1975 cohort down to one year for the 1978 cohort. The source of the data is the North Carolina Higher Education Data (NCHED) Report A-7 which is required by the UNC General Administration and the Office for Civil Rights, DHEW.

In the following discussion and tables, the rates of persistence are reported in terms which combine students still enrolled or graduated. The data are presented by Category (Freshmen, Masters, etc.) showing the retention rate of each cohort from 1 to 5 years depending on the entry date of the cohort. The categories are presented separately by race and sex except for those student categories with an insignificant number of minority students.

Summary of Findings

Table 1 - All Categories

Over time the "Professionals" (medicine, dentistry, and law) persist at a rate noticeably higher than any other category. After one year the average rate over the years studied for Professionals is 93.6% compared to 89.4% for Freshmen

and 82.6% for Doctoral Students. After two years the rates are 93.0% for Professionals while Freshmen and Doctoral Students are 81.5% and 69.6% respectively. The average persistence rates for professional students continues to be well over 90% through years 3, 4, and 5. This high rate holds when the data are viewed from the standpoints of sex and race (Tables 5 & 6).

With the exception of year 1, Doctoral Students have the lowest rate of persistence. After two years the difference between Doctoral Students and Master's Students is 2.2%; by year 4 this difference has grown to 27.4%. Doctoral Students are, by this point, dramatically lower in persistence than any of the other groups measured, 47.9% as compared to 75.7% for Freshmen, 81.2% for Upper-Level Transfers, 98.9% for Professionals, and 75.3% for Masters Level.

Table 2 - Freshmen by Sex

Over the five year period covered by these data, there appears to be little difference between the persistence rates of men and women. With some variation men have persisted at a slightly higher rate after two years and beyond. Specifically, the rates are 82.5% for men versus 80.7% for women but the magnitude of the difference becomes smaller after 3 years (0.7%) and 4 years (0.5%)with women achieveing a 0.2% higher persistence rate after 5 years for the only cohort available (1976). The largest reduction in enrollment for all Freshmen occurs by the end of one year (10.6%) and two years (7.6%).

Table 3 - Freshmen by Race

While a review of the average figures for each year group shows a large difference in persistence rates between Blacks and Whites (83.9% vs. 90.1% after 1 year ranging to 57.7% vs. 77.8% after 4 years), a more interesting comparison may be within cohorts. After 1 year the 1976 cohort evidenced in 11.5% difference in persistence, but the 1978 cohort showed only a 3.9% difference. The 1976 and 1977 cohorts have also shown a marked reduction in the difference between Whites and Blacks. For the 1976 cohort the differences were 1.5%, 1.9%, and 4.6% for years, 1, 2, and 3 respectively.

Table 4 - Upper-Level Transfers by Sex

For Upper-Level transfers, women have persisted at a rate higher than men for all cohorts across all year categories with rates as much as 8.7% higher for the after three years group. This contrasts with the very small difference in persistence rates by sex found in the data on Freshmen (Table 2).

(Due to the very small number of Non-White, Upper-Level transfers, no comparison by race has been done).

Table 5 - Professional Students by Sex

Two things most evident about the persistence rates for Professional students are that, with only a few exceptions (1974 men and women after two years and 1974 and 1975 women after one year), the rates are all over 90% and that they tend to increase each year. In the 1974 cohort women fell to 81.5% after two years but recovered to 94.6% after three years, and the end of four years 100% of the original group was still enrolled or graduated. The figures for men follow a similar pattern.

Table 6 - Professional Students by Race

Displaying the rates by race makes little real difference in the pattern observed in Table 5. Professional school students persist at markedly higher rates than do other students with the high rate tending to increase rather than diminish over time. What is most interesting is that Blacks, while still lagging behind Whites in this category, persist at a rate far higher than other students in the University regardless of race with an average greater than 90% for each of the years from 1974 to 1978. Apparently the factors affecting retention in professional schools have similar effects across racial lines.

The number in the "Others" racial group is so small as to be of little value in this comparison.

Table 7 - Masters by Sex

At the masters level women persist at a higher rate than men. After one year the difference is small (79.7% for men versus 80.9% for women), but after two years the difference grows to 6.1% and remains near that level for subsequent years. Rates for all cohorts across gender drop after two years but recover for subsequent years suggesting that students stop out and then return for graduation.

Table 8 - Masters by Race

The data show a pattern similar to other catergories with White retention substantially higher than Black. The difference is quite pronounced by year 3 (16.8%) and year 4 (18.5%). Perhaps not quite so apparent, however, is the improvement in Black retention in the later cohorts (1976, 1977, 1978) with the 1977 Black cohort after year 2 persisting at a rate 1% higher than Whites (74.3% vs 73.3%), and both the 1977 and 1978 cohorts show Blacks persisting at a higher rate than Whites than year 1.

The proportion of black students entering each of the cohorts has remained relatively stable ranging from 6.3% in 1975 to 7.5% in 1978. It is interesting to note, however, that in the 1976 to 1978 Black cohorts, the proportion of females was 67.5%, 75.7%, and 60.4% respectively compared to 53.9% in 1974 and 57.1% in 1975. Since it is in the 1976 to 1978 year cohorts that over-all Black persistence improved, the question may be how much impact the increase in the female proportion of the entering cohort had on retention within the cohort.

Table 9 - Doctoral Students by Sex

The noticeable difference in male and female persistence rates evident at the masters level (Table 7) is not found here although men persist at a slightly higher rate than women. Despite some rather large differences in certain cohorts (1978 year 1, 88.3% men and 78.0% women, 1974 year 4, 37.3% men and 48.5% women), the variance between sexes has not been very great. Since doctoral students have eight years in which to complete their studies and are able to stop out for varying periods without penalty, it may be necessary to obtain eight years of data before a definitive statement can be made on these persistence rates.

Table 10 - Doctoral Students by Race

The pattern of higher persistence by Whites continues with doctoral students until after the 3 year point at which Blacks persist at a higher rate overall and in all cohorts except 1976. The 1977 cohort has shown usually low persistence for Blacks in all years reported, ranging as low as 46.2% after three years. The White portion of that cohort has had one of the higher persistence rates over the same period, 60.1% after three years and 86.2% after one year. An examination of the number of Blacks admitted to Doctoral studies in 1976 does not appear to be disproportionate to the other years covered by the study--a total of 13 Blacks (5.8% of the cohort) as compared to a range of 11 (4.1%) in 1974 to 23 (6.6%) in 1978.

MUSINGS

In viewing the data several interesting points come to light and perhaps bear some further scrutiny.

1. Students in the professional schools persist at a higher rate than do students in any other category reported. Factors accounting for this higher retention rate might be:

(a) More rigorous entry standards for professional schools.
(b) Greater educational experience and clearer goals on the part of the professional school student.
(c) A higher degree of commitment on the part of professional schools to retain students once admitted.
(d) A more highly formalized support system for the floundering student; an example would be the learning skills lab at the medical school.

2. In recent years the difference in persistence rates between white and black freshmen within cohorts has diminished. This change could be due to:

(a) An overall increase in the black presence on campus thereby making UNC, perceptually at least, a less alien environment to blacks.
(b) The increased black student population creating improved opportunities for peer support, lower feelings of isolation, and increased awareness on the part of faculty and staff of the unique needs of black undergraduates.

3. Doctoral Students have the lowest rate of persistence of all categories.

(a) Greater age and greater need for income on the part of doctoral students.
(b) Greater exposure to the field and subsequent opportunity for employment.
(c) Lack of an absolute requirement for the degree in order to practice in their fields, unlike their peers in the professional schools.
(d) Inaccuracy of the definition of persistence for doctoral students.

Since UNC does not require continous registration prior to the awarding of a graduate degree, it is possible that some of the apparent terminations have actually completed course work and are engaged in dissertation preparation. It will become clearer how many of these students have actually terminated their studies as opposed to "stopping out" when 8 years (the statutory time limit for UNC doctoral study) of data have been accumulated.

What then are the possible policy implications for UNC? The high retention rate of professional students suggests that it might be valuable for those graduate programs concerned about attrition rates to study the methods used by professional schools to see if some are adoptable. While the apparent increase in black student retention is certainly encouraging, one wonders if the improvement is due solely to an increase to members or if there have been concomitant changes in University attitudes and policies contributing to the favorable situation. In that event the University might benefit from an examination of those policies and attitudes and the degree to which they have fostered black student retention.

Table 1

Percentage of Entering UNC-CH Students, 1974-78, Still Enrolled or Graduated

After One Year

Year of Entry	Freshmen	Upper Level Transfers	First Professional	Masters	Doctoral
1974	90.3	84.3	90.6	79.4	86.1
1975	88.7	82.5	90.1	78.1	78.7
1976	89.9	83.9	96.0	82.2	82.7
1977	89.1	79.2	96.4	81.5	81.6
1978	89.3	79.2	94.1	80.7	83.9
Total	89.4	81.9	93.6	80.3	82.6

After Two Years

1974	81.6	81.0	86.8	69.8	69.2
1975	81.6	79.2	94.5	73.7	70.9
1976	82.0	79.3	95.2	71.7	70.2
1977	81.2	75.1	94.8	72.3	68.4
Total	81.5	78.6	93.0	71.8	69.6

After Three Years

1974	78.5	83.3	93.9	74.1	61.7
1975	78.9	78.6	98.2	73.6	56.2
1976	79.3	79.4	95.4	75.6	59.6
Total	78.9	80.4	95.9	74.4	59.2

After Four Years

1974	76.3	83.8	99.3	75.8	41.4
1975	75.1	78.7	98.5	75.2	54.7
Total	75.7	81.2	98.9	75.3	47.9

After Five Years

1974	76.3	83.5	99.3	76.8	54.1

Table 2

Percentage by Sex of Entering UNC-CH Freshmen, 1974-78, Still Enrolled or Graduated

	(Base #)	Men	Women	Total
After One Year				
1974	(2887)	90.2	90.3	90.3
1975	(2957)	88.5	89.0	88.7
1976	(2895)	90.6	89.4	89.9
1977	(3048)	89.0	89.3	89.1
1978	(3070)	89.2	89.3	89.3
Total	(14857)	89.5	89.4	89.4
After Two Years				
1974	(2887)	82.3	80.8	81.6
1975	(2957)	81.7	81.4	81.6
1976	(2895)	84.0	80.3	82.0
1977	(3048)	82.0	80.5	81.2
Total	(11787)	82.5	80.7	81.5
After Three Years				
1974	(2887)	78.7	78.2	78.5
1975	(2957)	78.8	79.1	78.9
1976	(2895)	80.4	78.4	79.3
Total	(8739)	79.3	78.6	78.9
After Four Years				
1974	(2887)	76.8	75.8	76.3
1975	(2957)	74.9	75.3	75.1
Total	(5844)	75.9	75.5	75.7
After Five Years				
1974	(2887)	76.2	76.4	76.3

Table 3

Percentage by Race of Entering UNC-CH Freshmen, 1974-78, Still Enrolled or Graduated

	(Base #)	Blacks	Whites	Other*	Total
After One Year					
1974	(2887)	79.9	91.4	87.0	90.3
1975	(2957)	78.5	89.8	85.4	88.7
1976	(2895)	88.6	90.1	84.6	89.9
1977	(3048)	88.3	89.3	86.3	89.1
1978	(3070)	86.0	89.9	77.9	89.3
Total	(14857)	83.9	90.1	83.1	89.4
After Two Years					
1974	(2887)	69.8	83.1	69.6	81.6
1975	(2957)	72.1	82.6	77.1	81.6
1976	(2895)	80.3	82.2	76.9	82.0
1977	(3048)	75.7	81.8	70.6	81.2
Total	(11787)	73.9	82.4	73.4	81.5
After Three Years					
1974	(2887)	65.7	80.0	69.6	78.5
1975	(2957)	67.2	80.2	72.9	78.9
1976	(2895)	75.1	79.7	76.9	79.3
Total	(8739)	68.7	80.0	72.9	78.9
After Four Years					
1974	(2887)	59.7	78.3	63.0	76.3
1975	(2957)	54.3	77.3	68.8	75.1
Total	(5844)	57.8	77.8	66.0	75.7
After Five Years					
1974	(2887)	59.3	78.2	67.4	76.3

*Other includes Asian or Pacific Islander, Hispanic, American Indian or Alaskan Native, and all Non-Resident Alien students.

Table 4

Percentage by Sex of Entering Upper Level Transfers, 1974-78, Still Enrolled or Graduated

	(Base #)	Men	Women	Total
After One Year				
1974	(826)	81.0	86.7	84.3
1975	(861)	79.3	85.0	82.5
1976	(762)	81.7	85.4	83.9
1977	(818)	77.7	80.3	79.2
1978	(814)	74.8	82.5	79.2
Total	(4081)	78.9	84.0	81.9
After Two Years				
1974	(826)	76.2	84.6	81.0
1975	(861)	75.4	82.3	79.2
1976	(762)	77.4	80.6	79.3
1977	(818)	73.9	75.9	75.1
Total	(3267)	75.7	80.8	78.6
After Three Years				
1974	(826)	78.5	86.9	83.3
1975	(861)	73.8	82.5	78.6
1976	(762)	76.8	81.3	79.4
Total	(2449)	76.3	83.6	80.4
After Four Years				
1974	(826)	79.3	87.1	83.8
1975	(861)	73.6	82.9	78.7
Total	(1687)	76.3	85.0	81.2
After Five Years				
1974	(826)	79.3	86.7	83.5

Table 5

Percentage by Sex of Entering First Professional Students, 1974-78, Still Enrolled or Graduated

	(Base #)	Men	Women	Total
After One Year				
1974	(424)	91.0	89.1	90.6
1975	(455)	90.8	87.6	90.1
1976	(477)	96.5	94.6	96.0
1977	(502)	96.3	96.6	96.4
1978	(492)	94.7	92.5	94.1
Total	(2350)	93.9	92.7	93.6
After Two Years				
1974	(424)	88.3	81.5	86.8
1975	(455)	95.0	92.8	94.5
1976	(477)	96.8	90.8	95.2
1977	(502)	94.4	96.0	94.8
Total	(1858)	93.7	91.0	93.0
After Three Years				
1974	(424)	93.7	94.6	93.9
1975	(455)	98.6	96.9	98.2
1976	(477)	95.1	94.6	95.4
Total	(1356)	96.0	95.3	95.9
After Four Years				
1974	(424)	99.1	100.0	99.3
1975	(455)	98.6	97.9	98.5
Total	(879)	98.8	98.9	98.9
After Five Years				
1974	(424)	99.1	100.0	99.3

Table 6

Percentage by Race of Entering First Professional Students, 1974-78, Still Enrolled or Graduated

	(Base #)	Black	White	Other	Total
After One Year					
1974	(424)	83.8	91.1	100.0	90.6
1975	(455)	90.7	90.3	81.8	90.1
1976	(477)	90.5	96.5	100.0	96.0
1977	(502)	100.0	96.3	80.0	96.4
1978	(492)	90.3	95.1	88.9	94.1
Total	(2350)	91.3	94.0	90.5	93.6
After Two Years					
1974	(424)	83.8	86.9	100.0	86.8
1975	(455)	92.6	94.6	100.0	94.5
1976	(477)	90.5	95.8*	90.9	95.2
1977	(502)	92.9	95.0	100.0	94.8
Total	(1858)	90.3	93.2	96.8	93.0
After Three Years					
1974	(424)	83.8	94.8	100.0	93.9
1975	(455)	98.1	98.2	100.0	98.2
1976	(477)	92.9	95.5	100.0	95.4
Total	(1356)	92.5	96.2	100.0	95.9
After Four Years					
1974	(424)	94.6	99.7	100.0	99.3
1975	(455)	98.1	98.7	90.9	98.5
Total	(879)	96.7	99.2	94.1	98.9
After Five Years					
1974	(424)	94.6	99.7	100.0	99.3

*2 students previously classified as Other.

Table 7

Percentage by Sex of Entering Master's Degree Students, 1974-78, Still Enrolled or Graduated

	(Base #)	Men	Women	Total
After One Year				
1974	(1308)	78.0	80.7	79.4
1975	(1223)	78.7	77.5	78.1
1976	(1145)	79.8	84.1	82.2
1977	(1160)	80.7	82.1	81.5
1978	(1206)	81.7	80.0	80.7
Total	(6042)	79.7	80.9	80.3
After Two Years				
1974	(1308)	66.7	72.8	69.8
1975	(1223)	72.1	75.2	73.7
1976	(1145)	68.2	74.5	71.7
1977	(1160)	67.3	76.5	72.3
Total	(4836)	68.6	74.7	71.8
After Three Years				
1974	(1308)	70.6	77.4	74.1
1975	(1223)	71.7	75.4	73.6
1976	(1145)	73.1	77.7	75.6
Total	(3676)	71.7	76.8	74.4
After Four Years				
1974	(1308)	71.7	78.7	75.3
1975	(1223)	73.4	77.0	75.2
Total	(2531)	72.5	77.9	75.3
After Five Years				
1974	(1308)	73.8	79.8	76.8

Table 8

Percentage by Race of Entering Master's Degree Students, 1974-78, Still Enrolled or Graduated

	(Base #)	Black	White	Other	Total
After One Year					
1974	(1308)	80.9	80.2	69.9	79.4
1975	(1223)	70.1	78.6	78.6	78.1
1976	(1145)	76.3	82.6	83.9	82.2
1977	(1160)	85.1	81.9	71.2	81.5
1978	(1206)	83.5	81.0	74.0	80.7
Total	(6042)	79.3	80.8	74.7	80.3
After Two Years					
1974	(1308)	51.7	72.0	62.8	69.8
1975	(1223)	53.2	75.3	71.4	73.7
1976	(1145)	58.8	72.6	74.2	71.7
1977	(1160)	74.3	73.3	63.6	72.3
Total	(4836)	59.1	73.3	67.2	71.8
After Three Years					
1974	(1308)	56.2	76.0	69.0	74.1
1975	(1223)	54.5	75.0	72.9	73.6
1976	(1145)	66.3	76.1	80.6	75.6
Total	(3676)	58.9	75.7	73.1	74.4
After Four Years					
1974	(1308)	60.7	77.3	67.3	75.3
1975	(1223)	55.8	76.6	75.7	75.2
Total	(2531)	58.4	76.9	70.5	75.3
After Five Years					
1974	(1308)	59.6	79.0	69.0	76.8

Table 9

Percentage by Sex of Entering Doctoral Students, 1974-78, Still Enrolled or Graduated

	(Base #)	Men	Women	Total
After One Year				
1974	(266)	84.6	88.7	86.1
1975	(258)	77.2	81.3	78.7
1975	(225)	82.4	83.1	82.7
1977	(326)	80.8	83.0	81.6
1978	(347)	88.3	78.0	83.9
Total	(1422)	82.8	82.4	82.6
After Two Years				
1974	(266)	69.2	69.1	69.2
1975	(258)	68.3	75.8	70.9
1976	(225)	70.9	68.8	70.2
1977	(326)	70.6	64.3	68.4
Total	(1075)	69.8	69.2	69.6
After Three Years				
1974	(266)	60.4	63.9	61.7
1975	(258)	53.9	60.4	56.2
1976	(225)	64.1	51.9	59.6
Total	(749)	59.3	59.2	59.2
After Four Years				
1974	(266)	37.3	48.5	41.4
1975	(258)	55.1	53.8	54.7
Total	(524)	46.1	51.1	47.9
After Five Years				
1974	(266)	54.4	53.6	54.1

Table 10

Percentage by Race of Entering Doctoral Students, 1974-78, Still Enrolled or Graduated

After One Year

	(Base #)	Black	White	Other	Total
1974	(266)	81.8	87.5	79.5	86.1
1975	(258)	83.3	78.8	73.9	78.7
1976	(225)	61.5	86.2	66.7	82.7
1977	(326)	85.7	81.4	80.0	81.6
1978	(347)	82.6	83.8	85.7	83.9
Total	(1422)	80.2	83.4	77.7	82.6

After Two Years

1974	(266)	63.6	70.6	66.1	69.2
1975	(258)	88.9	69.6	69.6	70.9
1976	(225)	53.8	73.4	56.2	70.2
1977	(326)	61.9	69.3	64.0	68.4
Total	(1075)	68.3	70.5	63.1	69.6

After Three Years

1974	(266)	72.7	60.2	66.7	61.7
1975	(258)	77.8	54.8	52.2	56.2
1976	(225)	46.2	60.1	58.3	59.6
Total	(749)	66.7	58.3	60.5	59.2

After Four Years

1974	(266)	54.5	41.7	35.9	41.4
1975	(258)	66.7	53.5	56.5	54.7
Total	(524)	62.1	47.6	43.5	47.9

After Five Years

1974	(266)	72.8	52.5	56.6	54.1

THE INTRODUCTION OF A NEW GRADING SYSTEM AT A PUBLIC TEACHING INSTITUTION: IMPACT ON GRADING TENDENCIES OF THE FACULTY

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Grade inflation is a topic frequently discussed by academic administrators and researchers in higher education (Davidson, 1975; Suslow, 1977). Some authors contend that improved instructional designs have positively influenced the "grade inflation problem" (Denton and Hanson, 1979). The desire on the part of students to gain entry to graduate school and the desire of undergraduate faculty to place a high number of department majors into graduate and professional schools is suspected of being a major contributor to a trend in grade inflation (Aristidar, 1976).

In almost any university, a number of methods of grading are used by the faculty. In many instances faculty grade students on what is considered a "grading curve". An example of the grading practice is taking the high score and the low score recorded from a written examination and prorating the distribution of grades accordingly; in this case the perfect score does not represent answering the total number of questions on the test correctly. Instead, a perfect score or the score which dictates the A grade could reflect only 60 percent of the total number of question answered correctly, if this is the highest score on the examination.

Schoenfeldt and Bush (1975) reported findings which indicated that the highest average grades are in the course grouping of education. The lowest grades were found in the physical and biological sciences. Goldman and Hewitt (1975) and Goldman, Schmidt, Hewitt, and Fisher (1976) provide evidence that major fields of study with lowest ability students adopt the lowest grading standards while high grading standards are applied by fields with high ability students (cited in Prather, Smith, and Hodges, 1979).

Geisinger (1979) in studying the pass-fail option in a grading system concluded that "granting permission to withdraw from courses late in an academic term, after students have obtained considerable information concerning their prospective grades, will probably contribute to a continuation of grade inflation".

Faculty leniency and permissiveness, grading innovations, student characteristics, and major field of study have all been cited as probable factors leading to the development of a trend in grade inflation in higher education (Prather, Smith, and Hodges, 1979; Birnbaum, 1979; Warren, 1971; Wills and Gladney 1968). Denton and Hanson (1979) suggest that college undergraduate faculty are using more effective instructional strategies in the classroom. These improved instructional systems have led to increased success on the part of students in mastering the subject matter, thus leading to higher grades.

Prior to the Fall term 1978, the University of North Carolina at Asheville had made use of an unusual grading system. The basic grading system contained the following designations: H, honors or excellent, G, good or well above average; P, pass or satisfactory; U failure. There was no provision for the awarding of an unsatisfactory but passing grade or even a below average but passing grade. The absence of this range of grading forced the faculty to either pass a student or assign a failing grade. Also, if an instructor used a grading practice which included less objective criteria such as class participation or attendance, there was more room to pass a student than to assign a failing grade.

Beginning with the Fall term 1978, UNC-Asheville began to make use of the following, more traditional grading system: A, excellent; B, good; C, average; D, passing; F, failure. Obviously the introduction of the "D" grade, which is considered below average but passing, allowed the faculty more flexibility with marginal students. This led to the assumption that the percentage of C grades and F grades would decrease with the introduction of the D grade.

Grade inflation is a concern recently expressed by the administration of UNC-A. Prior to the Fall 1978 term, overall grade point averages were not computed by the Registrar's Office or listed on the transcripts of students enrolled or graduating from UNC-Asheville. Grade inflation is an issue faced by colleges and universities across the country. If there were a pattern of grade inflation at UNC-A, the administration wanted to be aware of it so that preventive measures could be taken. This study was conducted in an effort to assess the impact of the new grading system at UNC-Asheville. A further purpose of the study was to determine if a pattern of grade inflation had begun at UNC-Asheville.

Method

The grades distributed by the faculty at UNC-Asheville during four selected Fall terms were collected by the Office of Institutional Research. The percent of passing and failing grades were computed and compared before and after the introduction of the below average but passing "D" grade. The difference in the percentage of average grades (either P or C) and the percentage of failing (F) grades before and after the introduction of the below average but passing (D) grade provides a good indication of the impact of the introduction of the D grade to the grading system (see Table 1). The increase or decrease in the percentage of excellent (A or H) grades and above average (B or G) grades awarded over time provides an indication of a trend in grade inflation. The four terms chosen for the study were Fall Term I 1966, Fall Term I 1977, Fall Term I 1978, and Fall Term I 1979. The total number of grades compared was large (N = 15,866).

TABLE 1

Percent of Total grades awarded for four selected terms at UNC-A.

Fall Term	Total Grades Awarded	Number of Grades				
		H or A	G or B	P or C	D	F
1966-67*	1630	11.1	22.5	43.0	-	12.7
1977-78*	2863	21.0	27.0	29.5	-	5.0
1978-79	6633	26.2	28.1	19.5	-	6.4
1979-80	7130	27.5	27.5	18.0	-	8.2

*Represents Term I only.
Other grades such as "I" or "Audit" are not a part of this study.

Results

A comparison of the number and percent of total average grades and failing grades awarded before the introduction of the below average but passing grade reveals a definite change in grading practices at UNC-A. Also, a definite pattern of grade inflation is indicated by the progressive increase in the number of A grades awarded with a corresponding decrease in the number of B and C grades awarded. Over the eleven year span between Fall 1966 and Fall 1977, there was a 10.1 percentage point increase in the number of A grades awarded. This averages to approximately a 1 percent per year increase. The increase between Fall 1978 and Fall 1979 also is about 1 percent. This is a definite pattern of grade inflation which cannot be explained by the addition of the D grade; however, the impact of the addition of the D grade can be seen when a comparison of the F and C grades are made. After the introduction of the D grade the percentage of C grades declined by 10 percentage points. In one year the percentage of C or average grades declined by as much as the A or equivalent grade had increased in eleven years. Of the grades awarded in 1979-80, 55 percent are either A or B grades.

Conclusions and Remarks

The evidence presented in this study confirms the original assumption that the impact of adding the D grade to the grading system at UNC-Asheville would allow the faculty greater flexibility with marginal students. The faculty awarded 5.5 percent of total grades the D grade. The evidence further confirmed the suspicion that a pattern of grade inflation exists at UNC-Asheville. The number of A grades awarded is increasing at a steady rate and has done so for the last 13 years.

For the past several years UNC-Asheville has allowed students to withdraw from classes last in the term. Geisinger (1979) has suggested that this is a highly probable factor contributing to a trend in grade inflation.

A recent study indicates that 81 percent of the faculty at UNC-Asheville feel that students expect to receive high grades (Felder, 1980). This finding provides support for the contention that an instructor's belief that the awarding of high grades will in turn bring high evaluations can lead to grade inflation. Holmes (1971) and Kennedy (1975) both report findings which indicate that the grades students expect to receive are positively correlated with student rating data at UNC-Asheville which covered the period from December 1973 to March 1975 (Felder, 1979).

These possible explanations for the pattern of grade inflation at UNC-Asheville are not exhaustive. However, the data do indicate that the suspicions of the academic administrators that the addition of the below average but passing (D) grade has impacted the grading practices of the faculty and that a pattern of grade inflation exists at UNC-Asheville are statistically confirmed. This data should be quite valuable to the administrators and department chairmen as they review practices having a possible or probable impact on the grading behavior of the faculty.

CONSITITUTION AND BYLAWS
FOR THE
NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH
****

ARTICLE I NAME

The name of the Association shall be the North Carolina Association for Institutional Research.

ARTICLE II PURPOSES

The major purposes of this Association shall be: (1) to provide for professional development; (2) to provide for the dissemination of information and the interchange of ideas on problems of common interest; (3) to contribute to the advancement of postsecondary education in its fullest and broadest implications; and (4) to foster a friendly spirit of unity and cooperation among persons having interests and activities related to institutional research.

ARTICLE III MEMBERSHIP

There shall be the following three categories of membership: individual membership, institutional membership and organizational membership. Each category of membership shall have only one vote.

Section 1. Individual Membership shall be open to any person engaged in institutional research, or who has interests and activities directly related to institutional research.

Section 2. Institutional Membership shall be open to any postsecondary educational institution.

Seciton 3. Organizational Membership shall be open to any professional organizational or educational organization with interests and activities related to institutional research.

ARTICLE IV OFFICERS

Seciton 1. Officers - The officers of the Association shall consist of the President, the President-Elect, the Secretary, and the Treasurer.

Section 2. Duties of Officers

President - The President shall: (a) serve as Chairman of the Executive Committee and preside at all meetings of the Association; (b) represent the Association or provide for appropriate representation for the Association at national, regional, and local conferences or meetings of interest to the Association; (c) act as spokesman for the Association; (d) have general responsibility for promoting membership in the Association; (e) appoint committee members; and (f) perform any other duties necessary to assist the Association in achieving its purposes as stated in the Constitution.

President-elect - The President-elect shall: (a) perform all of the duties of the President in the absence of that officer; (b) assist the President; (c) serve as Chairman of the Program Committee for the annual meeting; (d) perform other assignments which may be delegated by the President; (e) assume the duties of the President in the event that an unexpired term of the presidency occurs; and (f) assume the office of Presidency at the end of the President's term.

Secretary - The Secretary shall: (a) keep and publish annually an accurate listing of the members of the Association and provide a list of active members during the annual meeting; (b) keep the minutes of the annual meeting and the meetings of the Executive Committee; and (c) shall have the responsibility for printing and distributing at the earliest possible time, the proceedings of the annual meeting.

Treasurer - The Treasurer shall: (a) collect annual dues; (b) provide the payment of duly authorized expenses of the Association; (c) prepare formal financial statements for the executive committee meetings and annual meetings; and (d) perform any other duties assigned by the President.

Section 3. Term of Officers - The term of officers shall be one year. All officers shall assume office at the close of the annual meeting at which elected and serve until the close of the annual meeting coinciding with the completion of the term for which they are elected.

Succession - The Secretary and Treasurer are eligible to succeed self, not more than two consecutive times, in the same office.

Section 4. Election of Officers - All officers shall be elected at the annual meeting by a majority vote of those members present and voting. Voting shall be by written ballot.

ARTICLE V EXECUTIVE COMMITTEE

Section 1. Composition - The Executive Committee shall be composed of the President, President-elect, Secretary, Treasurer, the immediate Past President, and three Members at large elected by the membership. The President shall be the Chairman.

Section 2 - Duties - (a) The Executive Committee shall have the general supervision of the affairs of the Association between its annual meetings, fix the hour and place of meetings, make recommendations of the Association, and perform such other duties as are specified in the Bylaws; (b) the Executive Committee shall function as the Budget Committee; and (c) in addition, shall pose questions with the President on important policy matters.

Section 3. Vacancies - Unless otherwise provided for in the Constitution, the Executive Committee shall have the authority to fill any vacancy by appointment for the unexpired term. Any individual appointed by an unexpired term shall be eligible to succeed himself and to serve a full elective term as provided for in the Constitution.

ARTICLE VI AMENDMENTS

This Constitution may be amended at any annual meeting by a 2/3 vote of members present, provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting in the call of the meeting.

ARTICLE VII BYLAWS

The Association shall adopt Bylaws for the conduct of its affair not inconsistent with this Constitution. Such ByLaws may be adopted, repealed, or amended at any annual meeting of the Association by a majority of the members present and voting, provided that the proposed amendment to the ByLaws shall have been circulated at least 30 days prior to the annual meeting.

Section 1. Meetings - The purpose of the Association will be served by annual meetings, special meetings, and executive committee meetings. (a) The Annual Meeting of the Association shall be held during November of each year on a date determined by the Executive Committee; (b) Special Meetings of the Association may be called by the Executive Committee, or by petition of ten percent (10%) of the active membership; and (c) the Executive Committee shall meet twice, once in December following annual meeting (Budget Meetings) and at another time so designated by the President. Special Meetings of the Committee can be called by the President.

Section 2. Membership Dues - There shall be two categories of dues, individual and institutional/organizational. Annual dues for the individual membership shall be five dollars ($5) payable upon acceptance of membership. Annual dues for institutional/organizational members shall be twenty-five ($25) payable upon acceptance of membership. Dues are due at each annual meeting and must be paid by September 30 for a member to have active status at the annual meeting. The dues year is from the date of each annual meeting to the next annual meeting.

Section 3. Voting - For voting purposes, each member, individual or institutional, shall have one vote. Individual members are entitled to one vote. Organizational and Institutional members are entitled to one vote cast by a designated representative of the organization or institution.

Section 4. Fiscal Year - The fiscal year of the Association will be from January 1 through December 31.

Section 5. Committees

A. A Nominating Committee of at least three members shall be appointed by the President no later than October 5 for each annual meeting.

B. A Committee on Program and Local Arrangements shall be appointed by the President for each annual meeting.

C. An Auditing Committee shall be appointed by the President for each annual meeting. This committee shall audit the Treasurer's books for the preceding year.

D. The Membership Committee shall be appointed by the President.

E. A Special Programs Committee shall be composed of the Members-at-large, who shall act as co-chairpersons, and other persons appointed by the President.

F. Such other Committees as deemed necessary for the welfare of the Association may be appointed by the President.

Section 6. Quorum - A quorum to conduct the business of the Association shall consist of 25% of the active membership.

Section 7. Procedure - The latest edition of Robert's Rules of Order shall govern all meetings of the Association insofar as they are applicable and not inconsistent with the Constitution and ByLaws of the Association.

Section 8 - Amendments - These ByLaws may be amended in any annual meeting by a majority vote of members present and voting provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting, in the call meeting, or at the previous meeting.

Ratified, January, 1973
Revised, November, 1976
Revised, November, 1977
Revised, November, 1979

NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

1980 Membership as of June 1, 1980

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(Continued from inside front cover)

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NCAIR EIGHTH ANNUAL MEETING

"The Role of Institutional Research in Institutional Governance"

Holiday Inn, Wrightsville Beach, NC
November 12-14, 1980